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The Impact of Digital Literacy on EFL Teaching Effectiveness

Case Study of English Language Teachers at Laghouat University

A dissertation submitted in partial fulfilment of the requirements for the degree of master's in literature and civilization

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DEDICATION

My dedication for this project goes to my parents and all of those who prayed for me. My mother and father who had always been a source of inspiration for me and I would like to dedicate this research project to my brothers and my best friend who contribute to the completion of this work .When I was conducting the research, a lot of people have given me guidance, support as well as motivation.

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ABSTRACT

In a time when technology continues to rule, educators are feeling more and more pressure to integrate digital literacy into their lesson plans. Teachers may empower themselves to create lively, welcoming, and future-ready learning environments that encourage students' imagination, critical thinking, and digital fluency by adopting digital literacy. Therefore, the present study was conducted to investigate teacher's attitude towards digital literacy in English as Foreign Language at the University of Ammar Thelidji. The main objectives include pinpointing the effectiveness of using digital literacy and online applications as new tools to empower education and to examine the relationship between digital adoption and teachers' academic achievement. In this study, one research instrument was used, a questionnaire with teachers. The findings corroborated the hypothesis which stated that EFL teachers develop positive attitude towards digital literacy in class since it enables teachers to be more engaged and communicate with their students in new and significant methods. Overall, this descriptive analytical study's findings are consistent with the hypothesis that digital literacy is similar to flipping a coin. On the one hand, the introduction of digital literacy tools into the classroom has excited some teachers, who see them as useful resources that improve student engagement and speed up learning. Some, on the other hand, continue to doubt their efficacy and express concern about possible negative effects such excessive reliance on technology, distraction, and unequal access for students.

Keywords: Digital literacy, Online Application tools, Teaching and Learning

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General Introduction

Background of the Study:

The demand for digital literacy in education is urgent due to the increasing presence of digital technology in all facets of life. With the world growing more connected and information-rich, teachers need to be able to successfully access, assess, and use digital resources.

Furthermore, a new concept took the lead in education which is *digital literacy*. According to Gilster (1998), the ability to understand and apply knowledge found in a wide range of computer-based formats from a variety of sources is referred to as digital literacy. A digitally literate individual can function well in a digital environment and synthesize data into knowledge to enable informed decision-making. Which means that, the proper use of online applications helps teachers to create a helpful learning environment which the students can find it more interesting and motivating. Teaching entails not only the ability to teach normally, but also it requires living the content you are presenting to your students. To achieve this, digital literacy tools must be effective in making students enjoy and interact while studying.

Statement of the Problem:

Although the significance of digital literacy in education is increasingly acknowledged, there is still a lack of thorough knowledge about how it affects teaching methods and teachers' performance. While the enormous promise that digital tools and resources offer to improve students' engagement and instructional efficacy, challenges and limitations may prevent their full incorporation into educational environments. Furthermore, there is a need to investigate the extent to which teachers are using the

necessary digital literacy skills to effectively leverage technology in their teaching practices. Therefore, this study aims at addressing these gaps in research by examining the impact of using digital literacy in teaching on pedagogical practices, and academic achievement.

Aims of the Study:

The aim of this study is to investigate the impact of using digital literacy in teaching on pedagogical practices, students' engagement, and academic achievement in educational settings. The purpose is to examine the effectiveness of using online applications as a tool to enhance the teaching process. Accordingly, the study aims at achieving certain objectives: to pinpoint the effectiveness of using digital literacy and online applications as new gadgets to empower education and to examine the relationship between digital adoption and teachers' academic achievement.

Significance of the Study:

The actual study was selected because it is interested in ultimately seeking to improve the standard of instruction for instructors in the digital era. It is imperative that instructors become proficient in the use of digital technology as they become more and more integrated into the curriculum. In order to meet this need, the study focuses on enhancing instructors' digital literacy and teaching techniques.

Moreover, by offering actual data on the efficacy of digital literacy training for educators, the study adds to the corpus of knowledge. It aids in determining the most effective methods and approaches for incorporating digital tools into instruction. The study gives educators the digital skills they need to confidently incorporate

technology into the classroom. This may increase their efficacy and sense of fulfillment in their careers. Furthermore, Teachers who receive better training and tools to improve their digital skills are the study's direct beneficiaries. As a result, they can continue to be relevant in the digital age and provide teaching of a better quality. Thus, Teachers with more training produce better materials and teaching strategies, which benefits students. Better learning outcomes are the result of increased engagement and customized learning experiences.

Research Questions:

In order to achieve the objectives of the current study and to account for teachers attitudes towards the use of digital literacy in EFL classroom. The following questions were being addressed:

1/ How does the level of digital literacy of EFL teachers relate with their teaching effectiveness?

2/ What are the main challenges and obstacles faced by EFL teachers in developing and applying digital skills in their teaching practices?

Research Hypotheses:

In light of the aforementioned questions it is hypothesized that:

Hypothesis01:

More digitally literate EFL teachers are likely to be more effective teachers than less digitally literate teachers. This because of their capacity to modify teaching strategies to suit the needs of students who are digital natives by giving a variety of resources and using technology into language instruction.

Hypothesis02:

EFL teachers may encounter several challenges and obstacles when attempting to develop and apply digital literacy skills in their teaching practices. These may include limited access to digital resources and technology, lacking training and opportunities for professional growth, limited time when incorporating technology into lesson plans and controlling distractions from technology in classroom.

Literture Review:

Kammoun (2019) claims that the fundamental digital literacy abilities are needed by both educators and learners, such as the ability to use the audiovisual aspects of phones and browse the internet. In the current digital era, these abilities are essential because they allow teachers to successfully integrate technology into their lesson plans and students to use digital resources for learning. Kammoun highlights how crucial it is to acquire these abilities in order to improve learning and teaching results and to get people ready for actively engaging in the digital society.

Osterman (2022) explains that the capacity to use a variety of technology tools to efficiently browse, assess, and generate digital content is typically included in the definition of digital literacy. It calls for competencies like critical thinking, digital citizenship, communication and teamwork, media literacy, and information literacy. Understanding the relationship between technology, society, and education as well . Technical abilities like utilizing digital devices and softwares as well as higher-order

cognitive abilities like evaluating and synthesizing data from digital sources are examples of competencies in digital literacy.

Furthermore, Osterman also mentions the increasing reliance on digital technologies in all facets of life makes the shift towards digital literacy crucial in today's society. Osterman draws attention to the ways in which this change is affecting social connections, communication, work, and education because it allows teachers to use technology to improve teaching strategies and include students in meaningful learning experiences.. Digital literacy is also frequently required in the workplace due to the fact that many positions nowadays need competence with digital tools and platforms. Furthermore, being digitally literate is essential for interacting with people in today's digital society, since people rely on digital technology for civic engagement, communication, and information access.

In the same vein, Hašková (2023) addresses the shift in education from paper-based to technology-based, as well as the growing number of people using digital tools and platforms. This change is part of a larger trend in education toward digitalization, which is being driven by evolving learning preferences and technological improvements. Hašková (2023) investigates the causes of this change, including the rise in popularity of digital gadgets, the accessibility of online learning environments, and the expanding understanding of the advantages of digital literacy in the classroom. All things considered, Hašková's research sheds light on how education is evolving in the digital age and highlights how crucial digital literacy is to making this shift easier.

The Structure of the Dissertation:

This research paper is divided into three chapters, the first chapter is devoted to digital literacy. The second chapter tackles The use of online applications in education. Finally, yet importantly, the third chapter is dedicated to the analysis of the use of digital literacy to examine the effectiveness of online application tools in enhancing the teaching process.

Chapter One: Digital Literacy

1. Introduction:

A vital part of education in the twenty-first century is digital literacy, which includes the abilities, knowledge, and attitude people need to generate, navigate, and critically assess information in the digital era. The constantly developing nature of technology makes it essential for curriculum to incorporate digital literacy in order to prepare students for success in a continually shifting global environment. Dubois (2024). states “Digital Literacy is not just about clicking buttons or mastering software ; it's about navigating a complex digital landscape with critical thinking, ethical responsibility, and the skills to thrive in an interconnected world."In this regard, In that regard, studies about the use of digital literacy are constantly evolving. This chapter attempts to solicit opinions from researchers concerning the integration of digital literacy in education. By doing so, some concepts of digital literacy and its relation to education will be discussed. The importance of integrating digital skills and justifications for including digital literacy in education are then covered. Then, well-known types, skills for digital literacy are examined. This is followed by a discussion of the attitudes of instructors to the integration of digital literacy.

1.2. The Concept of Digital Literacy:

Digital Literacy refers to the capacity to comprehend and apply knowledge offered in a variety of computer-based formats from a broad range of sources is known as digital literacy. A person who is digitally literate is able to successfully interact in a digital setting and can synthesis information into knowledge to make educated judgments. Gilster (1998) this means that a person with a broad range of abilities known as digital literacy is able to process information from various sources and formats, traverse the digital world, make wise decisions, and interact with others in a digital setting. It emphasizes how crucial critical thinking and communication abilities, in addition to technical proficiency, are in the digital age.

Furthermore, digital literacy encompasses the skills needed to utilize digital tools for researching, assessing, creating, and disseminating information, all while upholding confidence and critical thinking. The impact of digital technology on social media, software applications, understanding, efficient internet browsing, and data organization is thoroughly examined. Belshaw (2011) emphasizes the extensive scope of digital literacy, covering technical proficiency, analytical thinking, and recognition of the broader social environment in which digital tools are utilized. Proficiency in digital literacy is essential for engaging with and maneuvering through the digital realm.

1.3. Types of Digital Literacy:

Educators and policymakers can effectively develop training and educational programs by comprehending the diverse aspects of digital literacy. This ensures that individuals receive customized instruction that aligns with their academic, career, and personal goals Bing Wu. (2017)

This study, highlights several categories of digital literacy, including Data Literacy, Information Literacy, Visual Literacy, and Media Literacy

.1.3.1. Data Literacy:

Data literacy involves the abilities needed to effectively gather, analyze, organize, manage, curate, evaluate, visualize, comprehend, contextualize, evaluate, and utilize data Chantel Ridsdale et al. (2015)

Furthermore, data literacy involves a wide range of personal skills that are interconnected, such as digital proficiency, statistical knowledge, and the ability to visualize data. It also includes understanding legal and ethical issues, as well as having specialized knowledge in certain fields Jena. (2015)

1.3.2. Visual Literacy:

It is essential to be aware of how we perceive images, videos, and other multimedia as it is a crucial aspect of visual literacy. Writings and images need to be assessed similarly. Like language, photos can be utilized truthfully, purposefully, deceptively, or irresponsibly. Like writings, some images might have multiple, perhaps conflicting interpretations Thompson. (2019)

Additionally, visual literacy is crucial for everyone and is not only relevant to those studying art history and movies. Compared to verbal or written descriptions, maps are far more effective at displaying geographic information. Graphs and charts can provide a clear picture of population increase or decline, business financial performance, etc. Cartoons can summarize a position or a thought Thompson. (2019)

1.3.3. Media Literacy:

Hixon (2009) established that media literacy is the ability to access, examine, assess, and produce media is referred to as media literacy in education. Students gain the critical thinking abilities needed to survive in the media-saturated world and become knowledgeable, engaged citizens.

Furthermore, Center for media literacy said “Media Literacy is a 21st-century approach to education. It provides a framework to access, analyse, evaluate, create, and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.” This quotation emphasizes the value of media literacy as a cutting-edge teaching strategy that extends beyond conventional literacy. It equips people with the critical thinking, investigation, and self-expression abilities needed for

active engagement in a democratic society by teaching them to interact critically with a variety of media types Tompkins. (2024)

1.3.4. Information Literacy:

Information literacy is a flexible and all-encompassing skill set. It entails not just finding and using information, but also approaching information discovery critically and reflectively, comprehending the processes involved in creating it, being able to contribute to the creation of new knowledge, and being dedicated to participating ethically in learning communities. From a wider angle, information literacy is seen as an essential skill for participating actively and responsibly in the information-rich settings of modern society Eisenberg. (2008)

Hence, information literacy is finding, assessing, organizing, utilizing, and communicating information in all of its forms is known as information literacy. This skill is especially important when making decisions, solving problems, or learning new things. It combines research abilities, analytical abilities, computer technology abilities, and communication abilities. Academic achievement, efficient job performance, and active engagement in society as informed citizens all depend on information literacy Skyline. (n.d)

1.4. Skills to Using Digital Literacy:

Gaining proficiency in digital literacy is essential in the quickly changing technology world of today. Beyond just knowing how to use a computer, digital literacy includes being able to browse, understand, and make use of the wide range of digital tools and information that are available. Wiser.R (2023). Classes the skills to using digital literacy as follows:

- *Computer Skills*: A lot of people tend to ignore this topic and never really learn how computers work—both in terms of their hardware and software, as well as how they

process and distribute information. Still, these factors are crucial in the field of digital education.

- *Communication Skills*: Learning this ability is essential and the main reason that so many people want to use the internet. Setting up an online video conference profile on websites like Skype or creating an email account on services like Gmail will greatly improve your ability to communicate and engage with others.
- *Social Media Skills*: The three main social media sites to set up accounts on are Facebook, Twitter, and Instagram if you want to increase your online presence.
- *Personal devices and apps using skills*: Purchasing personal devices such as laptops, tablets, cell phones, and/or desktop computers is one of the best ways to enhance your skills. The best way to learn new skills and improve your current ones is to use your devices often and integrate them into your daily activities.
- *Privacy Protection Skill*: Many websites require you to submit your information for their use. Learning the critical digital competency of figuring out if a website is safely protecting your data and guaranteeing privacy is critical.
- *Assessing the Authenticity of a Source*: Avoiding the many websites that offer false information is an important part of using the Internet. Among the essential digital literacies is information literacy, which focuses on locating, assessing, and using digital information effectively.

  Media literacy gives one the tools to evaluate and create media messages on a variety of channels; social media literacy helps one understand social media platforms for communication purposes; and cyber security literacy helps one recognize the hazards associated with cyberattacks.

1.5. The Importance and the Benefits of Digital Literacy:

Wiser.R (2023) states that digital literacies encompass a wide range of skills and competences that are critical in today's digital world. These include using social media and email effectively, surfing the internet, and having technical know-how for using tablets, apps, and other digital devices. Early digital literacy development is vital for young children, but it's also important for people of all ages to keep learning these skills throughout their lives. Digital literacy may help us become more aware and active citizens in a digital society, as well as protect us from identity theft and cyberbullying, in addition to increasing our competitiveness in the job market.

Additionally, as an outcome of the years' worth of technological advancements, our world is both enhanced and overtaken by devices and computers. The pervasiveness of technology in our daily lives emphasizes how important digital literacy is for everyone, not just adults. Everyone can benefit greatly from the digital world, but it can also be overwhelming and even hazardous if technology is not used and understood properly Siu. (2023)

Digital literacy improves educational opportunities and gets pupils ready for the needs of the information age. In a professional context, it is an invaluable tool that guarantees flexibility in response to technological advancements and fosters teamwork inside the virtual office.

adobe & Gen (2020) published an online study and classified the benefits of digital literacy as follows:

- ***Digital literacy boosts student engagement*** **:**

Students engage more fully with the material when they use robust content-creation tools, such as Adobe Creative Cloud, for their assignments and projects. This improves their comprehension of the material and enables them to present their knowledge in engaging ways both digitally and visually. Additionally, instructors who are proficient in digital tools can add additional appeal to their course materials, which boosts student engagement.

- ***Digital literacy improves academic performance***

The act of creating demands a higher order of thinking than other tasks like remembering, comprehending, and applying, in line with Bloom's Digital Taxonomy. Students have a deeper understanding and remember material for a longer time when they use Creative Cloud tools to create presentations, infographics, animations, movies, or portfolios for their homework. As a result, they may present their theories, findings, and arguments in more creative ways, frequently going above and beyond what is expected of them in classes spanning all academic fields.

- ***Digital literacy helps Students stand out from their competition in the job market :***

When applying for employment, learners who are adept with technological resources such as Creative Cloud will find it easier to stand out from the competition. With ePorfolios of their student work, they may promote their personal brands and develop resumes that are rich in media. Candidates should be ready to demonstrate in-person the digital communication abilities that employers look for in candidates as well as their aptitude for picking up and using new technology. The fact that they can demonstrate that they have the innovative attitude that companies demand is maybe most significant.

- ***Digital literacy makes your school more competitive:***

Digital natives of nowadays produce material as well as consume it. Offering digital tools to all of your students will help you set your school apart from the competition, guarantee that every student is proficient in technology, and attract new students more successfully. Innovative universities, such as the University of Arizona, Clemson University, University of North Carolina at Chapel Hill, and many more, are prioritizing student access and equity as well as digital literacy.

1.6. Challenges of Digital Literacy:

While integrating the digital literacy skill into their learning activities can have many advantages, there are drawbacks that students must contend with as well. These include both pupils' and teachers' low levels of digital literacy, as well as their lack of access to the internet and digital gadgets. Furthermore, the majority of pupils lack digital literacy, which makes them unprepared to use technology in the classroom. Having stated that, the primary reason why the government does not provide enough digital assistance to students is their residence. Consequently, more thought should be given to this issue, which everyone should do in all respects Purmayanti. (2022)

Furthermore, teachers face multiple challenges when it comes to digital literacy, such as inadequate proficiency with digital tools and self-perception, the absence of training programs, restricted access to resources and technology, students' backgrounds, time constraints, and financial constraints. Instructors have challenges when attempting to incorporate digital literacy in their lessons and frequently find it difficult to do so in a meaningful way. The pandemic's shift to online instruction has highlighted instructors' lack of digital literacy, which makes it more difficult to use online resources to effectively organize the learning process Casper. (2012)

Moreover, Students from underprivileged families or marginalized groups sometimes have restricted access to digital tools and technology, which makes it more difficult for them to acquire the critical digital literacy skills they need. Furthermore, there may be a shortage of resources and training for educators to successfully incorporate digital technology into their lesson plans, which would exacerbate already existing gaps in students' digital literacy. Hence, maintaining the relevance and currency of digital literacy courses is a difficulty due to the rapid speed of technological change. These issues highlight the necessity of focused interventions and legislative measures to close the digital divide, give teachers the resources they need, and guarantee that every kid has access to high-quality instruction in digital literacy Warschauer.M. (2010)

1.7. The Integration of Digital Literacy in Education:

By training students to evaluate a piece of digital content's source, reliability, and quality, digital literacy aims to meet the expanding demand for critical examination of all things digital. In order to apply critical thinking skills to their activities, behavior, and social engagement on digital platforms, students are asked to utilize their cognitive talents during digital literacy teaching. Information literacy and digital citizenship are becoming more and more crucial aspects of digital literacy due to social media's fast growth Hixon. (2009).

To ensure that students are ready to succeed in the digital age, digital literacy must be included into education on a large scale.

Marc Prencky, who first used the words “digital natives” and “digital immigrants” in his landmark 2001 book “Digital Natives, Digital immigrants,”. Prensky M. (2001) Contends that a new approach to education that fully incorporates digital literacy is necessary for today's children, who have grown up surrounded by digital tools. Including digital literacy into the curriculum entails promoting critical thinking, creativity, cooperation, and digital citizenship in addition to teaching fundamental computer skills. It entails using technology to improve educational opportunities, whether through group projects, multimedia presentations, or internet research.

Moreover, teachers may enable children to critically think about and interact with information, negotiate the intricacies of the digital world, and develop into responsible digital citizens by teaching them digital literacy skills. As a result, teaching digital literacy to students goes beyond simply keeping up with technology to include preparing them for success in a culture where everything is connected via the internet Prensky M. (2001)

1.8. Teachers’ Attitudes Towards the Integration of Digital Literacy in Education :

Hixon (2009) found that although a large number of teachers acknowledged the need of digital literacy in today's classrooms, attitudes and capacity to incorporate digital technologies into teaching techniques varied significantly. Certain educators expressed enthusiasm for adopting digital literacy, viewing it as a means to enhance student learning and involvement. Conversely, others displayed reluctance and concern, expressing fears about their own digital literacy, the technology's potential to divert attention from learning, or the risk of widening the digital gap among students. This research sheds light on the diverse perspectives of teachers on digital literacy, underscoring the importance of targeted professional development and support to overcome barriers and promote the effective incorporation of digital technology in educational settings Hixon. (2009)

In addition, Young Ju Joo (2018) revealed that teachers had varying opinions regarding the incorporation of digital literacy into their lesson plans. While certain teachers were enthusiastic about the advantages of digital literacy in improving student learning and encouraging innovative teaching approaches, others had reservations. These concerns encompassed worries about technology disrupting traditional teaching methods, doubts about the efficacy of digital literacy instruction, and anxieties about maintaining classroom discipline in a more technology-focused setting. Understanding teachers' attitudes and perspectives on digital literacy is crucial for supporting their professional development and effectively integrating digital technologies in education. To promote the adoption of digital literacy in teaching practices, it is essential to address teachers' concerns through specific initiatives and ongoing support systems.

1.9. Students' Attitudes Towards the Integration of Digital Literacy in Education

Selwyn (2010) discovered that students exhibited diverse responses towards digital technology. A portion of students displayed hesitancy and uncertainty, whereas others showed enthusiasm and confidence in their digital competencies. The latter group perceived technology

as indispensable in their daily lives and academic pursuits. However, discrepancies in technology access resulted in dissatisfaction among specific students, as some viewed digital tools as causing disruptions in the academic environment. Worries also emerged about the reliability of online content and the potential substitution of conventional teaching approaches with digital technology. This research highlights the significance of taking into account students' perspectives on digital literacy when developing educational plans to optimize the advantages of technology in improving learning results. Furthermore, Sue (2008) discovered that a significant number of students recognized the importance of digital skills for their future employability and academic success. However, there were also students who expressed frustration and anxiety. The students faced difficulties in adapting to the fast-paced developments in digital tools and platforms, resulting in stress caused by the rapid rate of technological advancement. Furthermore, worries arose about the trustworthiness of online information and the distractions presented by digital devices, which could impede concentration and efficiency. The findings emphasize the necessity for targeted interventions and resources to support students in navigating the complexities of the digital realm within higher education. Despite facing these barriers, many students expressed a desire for structured support and guidance to enhance their digital literacy skills..

Furthermore, some students expressed uncertainty and a lack of confidence in their digital skills, while others demonstrated a strong sense of assurance and proficiency in using digital tools for academic purposes. The students' attitudes and abilities were influenced by factors such as the availability of digital resources, prior experience with technology, and socioeconomic background. Additionally, the importance of digital literacy for students' future careers was emphasized, emphasizing its critical role in accessing information, facilitating effective communication, and staying competitive in the job market. However, it is important to recognize that technological advancements can worsen inequality, with some students facing

marginalization because of limited access to technology or inadequate digital literacy education Hargittai. (2008)

1.10. The Instructor's Role in the Application of Digital Literacy:

Martin (2019) highlights the importance of educators not only teaching digital literacy skills, but also demonstrating their real-world application in education. The study stresses the necessity for educators to be proficient in digital technology and integrate digital tools into their teaching methods, curriculum, and assessments.. Furthermore, educators are responsible for fostering a welcoming and inclusive learning atmosphere where students can improve their digital skills and effectively interact with technology. By embracing their role as champions for digital literacy, teachers can assist students in navigating the intricacies of the digital realm, analyzing online content critically, and evolving into conscientious digital citizens.

Additionally, According to Tom Power (2010) teachers have a vital role in assisting students in acquiring the necessary skills to effectively interact with the digital world. They serve as facilitators of digital literacy by not only teaching technological knowledge but also by encouraging critical thinking, assessing information, and promoting ethical use of digital resources. Educators are accountable for creating engaging learning experiences that integrate digital tools and platforms, allowing students to develop practical digital literacy skills while addressing real-world problems. In addition, teachers are urged to create a classroom atmosphere that promotes inclusivity, enabling students to explore new technologies, work together with their peers, and contemplate their experiences with digital learning. By embracing their responsibility as mentors in digital literacy, educators can adequately equip students to succeed in a society driven by technology and adjust to ever-changing digital developments.

Eventually, Charles (2009) expressed that in order to prepare students for success in the digital age, teachers play a vital role. They take on leadership and mentoring roles, demonstrating their

knowledge of digital technologies and their ability to effectively integrate them into the learning process. Trilling and Fadel stress the importance of establishing a dynamic and imaginative classroom setting that motivates students to discover and understand digital technology. By embracing their duty as promoters of digital literacy, educators enable students to evolve into proactive creators and analytical thinkers in a constantly evolving digital landscape.

1.11. Conclusion:

In short, having digital literacy is a crucial aspect of modern education, providing students with access to endless opportunities. It is important to cultivate digital literacy skills in order to keep up with the ever-evolving technological landscape that is increasingly integrated into all aspects of society. By enabling students to efficiently browse, assess, and use digital resources, digital literacy promotes critical thinking, creativity, and teamwork. Additionally, it gives students the skills they'll need to succeed in the digital workforce of the future, where proficiency with technology is a must for advancement. However, stakeholders, legislators, and teachers must work together to achieve comprehensive digital literacy in education.

Chapter Two: The use of online applications in education

2.1. Introduction:

Technology breakthroughs have significantly changed education in recent years, especially with the emergence of online learning platforms. Due to this evolution, access to knowledge is now more accessible and is no longer limited by location. With so many options to connect with a wide range of courses, develop new abilities, and embark on lifetime learning journeys, online learning applications have emerged as essential tools in the educational landscape. The integration of technology and education underscores the crucial role that contemporary platforms have in shaping the future of education, rather than simply serving as add-ons. Bing Wu (2017)"Integration of online applications into educational frameworks is not a choice but a necessity. Embrace innovation, and pave the way for a more accessible, equitable, and inclusive educational landscape." This chapter sets the stage for examining various online learning platforms and the impact of digital transformation in education facilitated by these tools.

2.2. The Concept of Online Education:

Online education, also referred to as e-learning or remote learning, makes use of digital platforms such as the internet to provide educational content and curriculum. By leveraging technology, students are able to access course materials, interact with instructors, work with classmates, and turn in assignments without having to be present in a physical classroom. Various formats, including interactive modules, video lectures, discussion forums, and virtual classrooms, are employed to accommodate different learning preferences and styles. This method of education offers students around the globe enhanced accessibility, flexibility, convenience, and scalability. The role of technology in modern education has grown in importance, playing a crucial part in developing lifelong learning skills and adjusting to the demands of the digital age Ronald White. (2013)

Additionally, online education, or e-learning, makes use of digital platforms and technologies to enable learning, enabling students to overcome geographical obstacles and the constraints of traditional classrooms. By providing access to learning materials, teacher interaction, and group collaboration from remote locations, online education offers convenience and flexibility. The learning experience is greatly enhanced by the utilization of multimedia tools like interactive simulations, video lectures, and discussion forums. These contemporary teaching techniques are adaptable and can cater to different schedules and preferences, thereby increasing accessibility to education. In the digital era, this revolutionary approach enables lifelong learning and skill development, empowering individuals from any location to benefit from internet connectivity.

2.3. The Importance of Online Education Nowadays:

Friedman (2006) illustrates how online learning grants students the ability to tap into worldwide knowledge and resources, empowering them to engage in continuous education and adapt to the demands of a dynamic marketplace. Through various examples, it is demonstrated how virtual platforms enable learners to broaden their horizons and equip themselves with the necessary skills to thrive in an ever-changing landscape.

Moreover, many studies have been conducted on the importance of online learning as a revolutionary force in education. Online education has the potential to challenge long-standing educational paradigms and give everyone, regardless of circumstances or background, access to a top-notch education. Students can learn at their own pace and receive individualized education thanks to the customizable learning experiences offered by online learning. the use of online learning environments, such as Khan Academy, to expand and augment traditional classroom instruction by giving students access to more resources and support to help them comprehend difficult subjects more deeply Khan. (2014)

Hence, Eyring (2016). In order to meet the problems presented by the digital age, this author explores the advantages of incorporating online learning into conventional educational institutions in his study. Eyring and Christensen contend that the flexibility and scalability that online learning offers has the potential to completely transform the way that educational institutions run. They stress how crucial it is to use technology to develop creative learning opportunities that cater to the many demands of contemporary pupils. Additionally, they talk about how online learning may help colleges reach new audiences and have a bigger influence.

2.4. The Use of Educational Applications in Todays Classroom:

The use of educational apps in the classroom has grown in popularity in recent years, revolutionizing traditional teaching methods and improving the educational experiences of students. Ferster (2014) emphasizes how important it is to use technology, especially educational apps to promote student engagement and academic success. Ferster (2014) draws attention to how important it is to select and use applications properly in accordance with pedagogical approaches and educational goals.

Furthermore, Athreya (2017) enable teachers to make use of educational applications' potential to personalize lessons, encourage student participation, and develop critical thinking abilities. Teachers may establish dynamic and engaging learning environments that meet the requirements and interests of a wide range of students by adopting educational apps, like those suggested in Harry J. Dickens' "Apps for Learning: 40 Best iPad/iPod Touch/iPhone Apps for High School Classrooms".

2.5. Google Classroom:

With its smooth platform for collaboration, communication, and assignment management, Google Classroom has completely changed the face of education. Since its 2014 launch, Google Classroom, which gives teachers strong tools to assign projects, manage time efficiently, and provide fast feedback has grown to become an essential component of contemporary education.

Main (2022) highlights several Google Classroom's salient characteristics, which render it a superb tool for organizing virtual education. Google Classroom's user-friendly interface makes it easier for educators to communicate with their students by allowing them to easily share announcements, assignments, and feedback. Furthermore, the platform's connection with other Google Apps, such as Google Drive and Google Docs, makes document sharing and collaboration simple. Additionally, Main (2022) emphasizes how Google Classroom makes it easy for students to access course materials at any time and from any location by arranging materials and resources. Moreover, Google Classroom's real-time feedback and assessment features improve student engagement and enable customized learning experiences.

According to Alice Keeler (2015), Google Classroom makes it easier to create and distribute assignments, enabling professors to give students clear directions and digital resources. Furthermore, the platform's seamless collaboration and document sharing are made possible by its interaction with other Google Apps, like Google Drive and Google Docs, which encourages students to participate in interactive learning. Hence, Google Classroom improves communication between instructors and students by acting as a single point for debates, announcements, and feedback. The platform's efficiency in facilitating online learning environments is further enhanced by its capacity to automate administrative duties like attendance monitoring and grading.

2.6. The Use of Zoom as an Online Educational Tool:

Zoom has been a widely used platform in the field of online education in recent years, completely changing the way instructors and students participate in virtual learning environments. Zoom's user-friendly interface, strong functionality, and flexibility helped it quickly gain popularity in the education sector despite being initially intended as a video conferencing solution for corporate use. Zoom's capacity to provide instant contact,

cooperation, and engagement has made it a vital resource for educators across the globe, especially following the COVID-19 pandemic that prompted a rapid switch to distance learning.

The Zoom program uses a headset and webcam to facilitate conversation. User-to-user or group-to-person internet chats and conferences allow for face-to-face contact without temporal or spatial constraints. Making eye contact, gesturing, and taking turns during a video conference might improve students' positive mindsets, attitudes, and desire to study English. We must invite the students to join Zoom for their meeting room in order to create the speaking lesson. Stated differently, their lectures had been planned by their lecturer. The lecturer can design the most effective speaking instruction for the students after they enroll in the online course. Zoom has recently made it possible to use instructional equipment instead of in-person teaching and learning interactions in the pandemic era Dharmawati. (2022)

2.7. The Use of Moodle in Education:

As an essential component of the online education space, Moodle offers instructors and students a powerful platform for developing, delivering, and overseeing online courses. Since its creation in 2002 by Martin Dougiamas, moodle has grown to become a flexible and extensively used learning management system (LMS) that enables teachers to provide students with engaging and dynamic learning opportunities. Because moodle is open-source, it may be customized and tailored to the unique requirements and preferences of educational institutions and instructors. Moodle continues to be at the vanguard of this transformation of the educational landscape brought about by the digital era, enabling global virtual classrooms to collaborate, communicate, and access educational resources.

Furthermore, it is an easy-to-use platform for English teachers to develop online courses or e-learning. The Moodle system has a number of characteristics that make it easier to assist and

offer education than it would in a conventional classroom. Lesson preparation and content management require time to construct an online course. If students in the same class have varying degrees of learning competency, it becomes more challenging. Instructors that utilize Moodle concurs that online courses enable students to learn at their own pace and ability level. To review their studies at any time and from any location, students can download course materials or do exercises outside of class. They can also get immediate feedback on their performance Suppasetseree. (2010)

2.8. MOOCs Platforms:

Figure 1: MOOCs Platforms

These days, a large number of prestigious universities provide some of their greatest courses to anyone in the world, especially those who are looking to enhance their learning outcomes. MOOCs are provided by these universities on various platforms. Waks (2016) talks about the many MOOC platforms, which include:

2.8.1. Udacity :

In 2011, Sebastian Thrun, a computer science professor at Stanford University and Vice President of Google, who is well-known for his work on robotics and self-driving cars, introduced the "Introduction to Computer Science" course to 160,000 MOOC participants online and to tuition-paying students at Sanford University. Compared to Siemens and Downes' cMOOCs, Thrun's course was unique. The cMOOCs did not allow for any impromptu activities, but Thrun's course was meticulously planned within a learning management system (LMS), which is a hybrid virtual learning environment and course management system. The course's popularity and free online delivery drew a sizable student body. It was therefore dubbed a MOOC. Thrun then departed from Stanford University to start Udaciy, a for-profit MOOC platform.

2.8.2. Edx:

When the Massachusetts Institute of Technology (MIT) announced its MIT-X initiative in 2011, MOOCs were able to achieve widespread public recognition. The latter began by offering a MOOC in computer science at Stanford that was comparable to Thrun's. The MOOC was led by Anant Agarwal, an MIT professor of electrical engineering and computer science with Stanford training. Not long after, in 2012, Harvard University and Massachusetts Institute of Technology partnered to create the non-profit MOOC platform Edx. Agarwal, along with his colleagues at MIT, Chris Terman, Piotr Mitros, and Gerry Sussman, offered the inaugural Edx course. The course enrolled 155, 00 students from 162 countries. The Edx portal boasted over 500 courses and 4 million users by the start of 2015.

2.8.3. Coursera:

Andrew Ng and Daphne Koller, two other Stanford computer science academics, launched Coursera in April 2012 following Thrun's departure from the university. Along with Stanford, Princeton University and the University of Pennsylvania collaborated in the creation of Coursera. Subsequently, in January 2013, the American Council on Education certified five courses available on the Coursera platform for college credit. As a result, in December 2015, the Coursera network had 13 million users, 140 university partners from 28 different countries, and more than 1,500 different courses from 119 schools. Ttherefore, the Coursera platform quickly became even more well-known among individuals worldwide.

Everyone can access and use Coursera's free courses, which cover a variety of subjects including commerce, education, computer science, engineering, social sciences, management, mathematics, and medicine. Short video lectures, assignments, tests, and occasionally exams or final projects were all part of these courses.

2.8.4. FutureLearn:

The United Kingdom Open University founded the instructional technology platform

FutureLearn in December 2012. Twelve of the best universities in Britain, including King's College London, Bristol, East Anglia, Birmingham, Cardiff, Lancaster, Exeter, Leeds, and Southampton, came together to create this platform. In addition, invitations to join FutureLearn's universe were extended to additional prestigious UK institutions. Because of this, the FutureLearn platform, which chose highly regarded partner was seen as the British Coursera. Soon after, on January 1, 2013, FutureLearn launched its first MOOC. By the start of 2014, the platform had enrolled one million users, making it the most well-liked learning resource in the United Kingdom.

Similar to Coursera, FutureLearn offers courses covering a variety of topics. The duration of these courses ranged from four to eight weeks, with assignments from FuterLearn requiring two to four hours in a single week. Each lesson includes brief video lectures, tests, assignments, and forum discussions.

2.9. The Flipped Classroom:

With the flipped classroom technique, students learn new material outside the classroom, typically by watching lectures that have been recorded or reading assigned readings. Students can learn at their own pace and with greater control over their learning process thanks to this. Active learning strategies, such as group discussions, problem-solving exercises, and practical projects allow students to apply and cement what they have learned, then take up the rest of the class day. Instead of acting as a lecturer in a flipped classroom, the teacher helps or coaches the students as they understand the material. The flipped classroom approach has several benefits, such as more student engagement, more scheduling flexibility, and higher learning outcomes.

2.10. Movies as an online educational tool

According to Casper, using movies in the classroom can significantly increase student engagement, help student’s picture concepts and theories, and help them enhance their analytical and critical thinking abilities. For this reason, movies have a big advantage, since

they offer experiences that are both cerebral and emotive. People are more likely to learn new, complex concepts when they are presented orally and visually, according to research by Casper. (2012)

To make things more clear the "movie-based approach" refers to the use of movies as a teaching tool to enhance learning and immerse students in their classes and outside of them. It may entail viewing films, dissecting their elements, discussing their themes and messages, and devising initiatives pertaining to the film industry. This tactic can improve learner engagement and give students a visual representation of abstract or challenging ideas, which will help them understand and relate to the material better.

2.11. The Instructor's Skills in Using Digital Literacy Applications:

An increasingly important component of the effectiveness of modern education is the instructors' ability to use digital literacy apps. Teachers need to be multi-skilled in order to properly incorporate technology into their lessons and improve student learning in the digitally driven world of today. Viasat (2023). Classifies a set of skills that need to be acquired by teachers as follows:

Technical skills: Digital literacy is based on technical skills. These include the fundamental abilities required to operate digital devices, software, and apps properly. These include tasks like word processing software, computer operations, file management, presentation creation, internet usage, and worksheet management.

Independent research: The capacity to investigate and compile data independently on the internet is known as independent research. It's a fundamental aspect of digital literacy that enables people to get the information they require for a range of personal and professional goals. Users who are proficient in using databases, online libraries, search engines, and other online resources and tools can easily explore

these kinds of platforms. They have the capacity to assess the information's applicability, reliability, and potential for bias in order to make decisions that are reliable and informed.

Media literacy: Media literacy encompasses the skills to comprehend, critically assess, create, and engage with various forms of media, including text, photos, audio, video, and online social platforms. It goes beyond mere proficiency in digital technologies. A strong media literacy enables individuals to discern the reliability and objectivity of different sources. The ability to decode and evaluate media messages, understand the intended audience, and identify propaganda and misinformation is possessed by media literate individuals. Moreover, they have the capability to actively participate in conversations and contribute their own thoughts and materials. By being media literate, individuals are empowered to effectively evaluate media and actively engage in meaningful online discussions.

Digital citizenship: To be a "digital citizen" involves acting responsibly and ethically in the digital realm. To be deemed digitally literate, one must comprehend the privileges and duties associated with engaging in online endeavors. This encompasses adhering to proper online conduct, valuing intellectual property, and understanding the possible repercussions of their online actions. Digital citizens aim to cultivate a favorable online image and are conscious of their digital trail. They also acknowledge the significance of online security, such as protecting personal data and refraining from harmful behaviors towards others.

Communication and collaboration: The ability to utilize digital tools and platforms for effective communication, information sharing, and engaging conversations is an essential skill. By enabling individuals to fully engage in the social

aspect of digital technologies, it encompasses the concept of digital literacy. Proficient digital communicators and collaborators possess an understanding of the social etiquettes associated with online communication and are adept at utilizing popular communication channels like social media, email, and discussion boards.

By becoming proficient with these tools, educators may design individualized, dynamic, and interesting learning environments that meet the various needs and interests of their students. Furthermore, teachers' competence with digital literacy tools is vital to developing students' critical thinking, problem-solving, and digital citizenship abilities and setting them up for success in the workforce of the twenty-first century.

2.12. Conclusion:

In a technology-driven society, it is crucial to integrate online applications into the current education system. The widespread use of these apps highlights their importance in providing access to information, fostering collaboration, and enhancing academic achievement across various educational environments. By utilizing these digital tools, teachers and students can develop essential skills such as media literacy, information literacy, and technological competency. These valuable resources empower individuals to navigate the complexities of the digital era with confidence.. Furthermore, the COVID-19 pandemic has highlighted the urgent requirement to incorporate online digital literacy resources into educational practices, emphasizing their role in supporting remote learning, enhancing student involvement, and minimizing interruptions to education. Moving forward, the advancement and inclusion of digital literacy through online platforms will be crucial in promoting fairness, diversity, and creativity in educational settings globally. Recognizing the significant impact of digital literacy on virtual learning spaces, educators, policymakers, and other key players can lay the groundwork for a future where all students can excel in the digital age.

Chapter Three: Methodology and Data Analysis

3.1. Introduction

3.2. Variables of the Research

3.2.1. Independent Variable

3.2.2. Dependent Variable

3.3. Research Design

3.4. Population

3.5. Research sample

3.6. The teacher's Questionnaire

3.6.1. Data Analysis

3.7. Results of the study

3.8. Conclusion

3.1. Introduction:

This chapter provides a comprehensive overview of the research methodology used and the results interpretations of the study. It introduces the research variables, the research plan, research sample and tools. The main focus is to present the results of the study, which are based on the data collected from a questionnaire which is addressed to teachers of English language at Ammar Thelidji University in Laghouat. The results are presented with a clear and concise interpretation that aims to provide insights into the impact of using online applications in the teaching process.

3.2. Variables of the Research:

"Any characteristics that can take on different values, such as height, age, temperature, or test scores, are variables in research," according to Bhandari (2023). As a result, other variable types exist with different effects; nonetheless, the main focus of this research is on the two variables that we will discuss. The two variables are teaching as a dependent variable and using online applications as an independent variable.

3.2.1. Independent Variable:

With the development of digital technology and the internet, online applications were first introduced into the classroom. In the beginning, educational institutions used simple software for communication and record-keeping tasks. Incorporating e-learning into language-based lessons consequently helps teachers accomplish their learning goals in creative and innovative ways.

3.2.2. Dependent Variable:

The teaching process of languages and English in particular is the dependent variable and the Online Applications is the independent variable. Globalization and digitization have had a significant impact on language instruction in the modern era, especially with regard to English instruction. English is crucial in a number of fields, including business, education, and international communication. Methodologies for teaching languages have therefore evolved to meet students' changing requirements and preferences. Language learning has been transformed by internet and mobile platforms, which provide interactive and easily accessible tools designed to suit specific needs.

3.3. Research Design:

This study is significant since it has the ability to ascertain how well online applications work in the English language education process. Nonetheless, the efficacy of this methodology continues to be a subject of discussion and additional research. Because of this, teachers in the English department at Ammar Thelidji University of Laghouat, Algeria, were selected as the study's sample. In order to conduct the investigation, this research used descriptive analytical methodology. Creswell (2009) defines the descriptive approach as a research strategy that aims to observe and describe a phenomenon or condition without attempting to control or influence it. Descriptive research may involve data collection utilizing a range of approaches, such as surveys, interviews, or observation, in order to identify patterns, themes, or trends. Both approaches qualitative and quantitative are used in the study to investigate the effectiveness of the integration of digital literacy in the teaching process.

3.4. Population:

The population of this study is made up of EFL teachers at the department of English in Ammar Thelidji University, these teachers are essential to the delivery of language education and curriculum development. Thus, EFL teachers at the department of English at Ammar Thelidji University are the participants that are taking part in this research and which are going to be described in what follows.

3.5. Research Sample:

The study's sample is teachers of English language in the department of English Literature and civilization at Ammar Thelidji University of Laghouat. The teachers were chosen as a sample since they are specialized in the teaching of languages and familiar with the use of digital technology or digital literacy skills while delivering the information in their classes. The sample is stratified by gender and age. In this research, the questionnaire was administered to 15 EFL teachers at the department of English–University of Laghouat in the academic year 2024/2025. The population of teachers was randomly selected and the answers were received via a printed questionnaire.

3.6. The Questionnaire:

"A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer, or post." Mcleod. (2023)

The teachers' questionnaire tends to reveal their attitudes toward incorporating digital technology in their classes, their attitudes after being exposed to Online Applications. This questionnaire also seeks to establish the effectiveness of using digital literacy skills to improve

the performance of the teacher in the teaching process. The goal of the research is to pinpoint the effectiveness of online applications. Figures provided a summary of the questionnaire's results.

The current questionnaire is divided into two sections, the first one contains two personal questions which are age and gender that gives to the researcher important information to help them comprehend the features of the sample group and carry out additional investigations and also it contains a theoretical question about digital literacy. Whereas, the second one contains practical questions about the use and challenges faced by teachers when incorporating digital literacy in their classrooms.

3.6.1. Data Analysis:

A. Personal Information:

Age and gender of participants are addressed in the first two questions.

Question 01: How old are you?

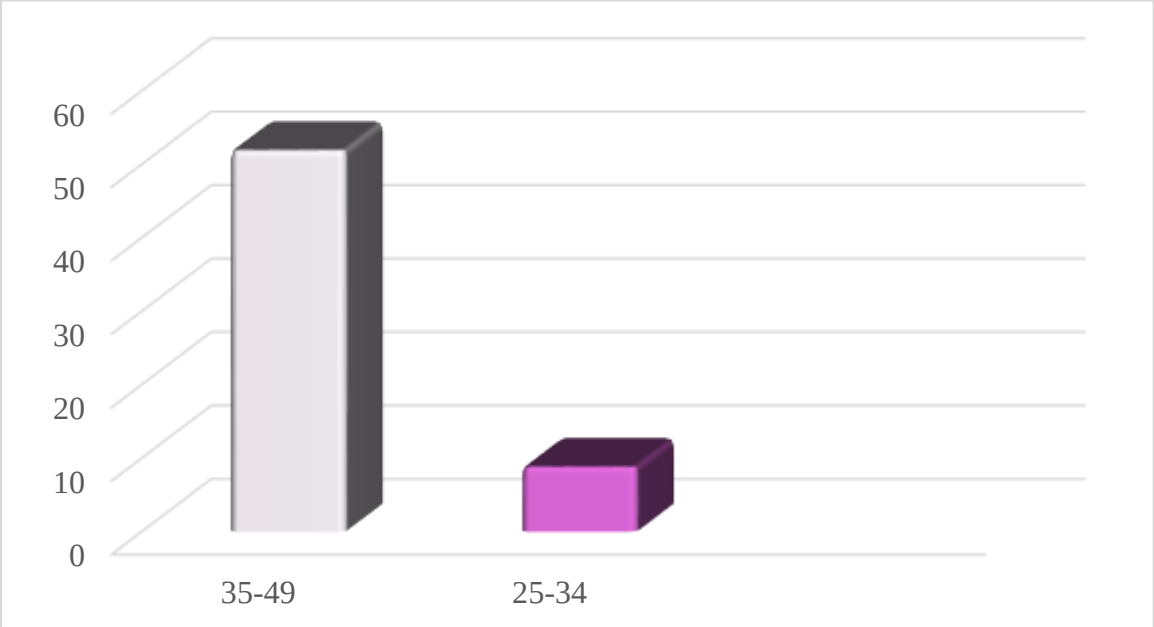

Figure 3.1 Age of the participants

It can be easily seen that the majority of teachers are about 30-40 years old. The purpose behind this question is to contextualize attitudes and challenges around digital literacy in the classroom by taking into account the impact of teachers' ages and generational origins. It helps researchers to better understand how age affects teachers' experiences with digital technology in the classroom.

. Question 02: What is your gender?

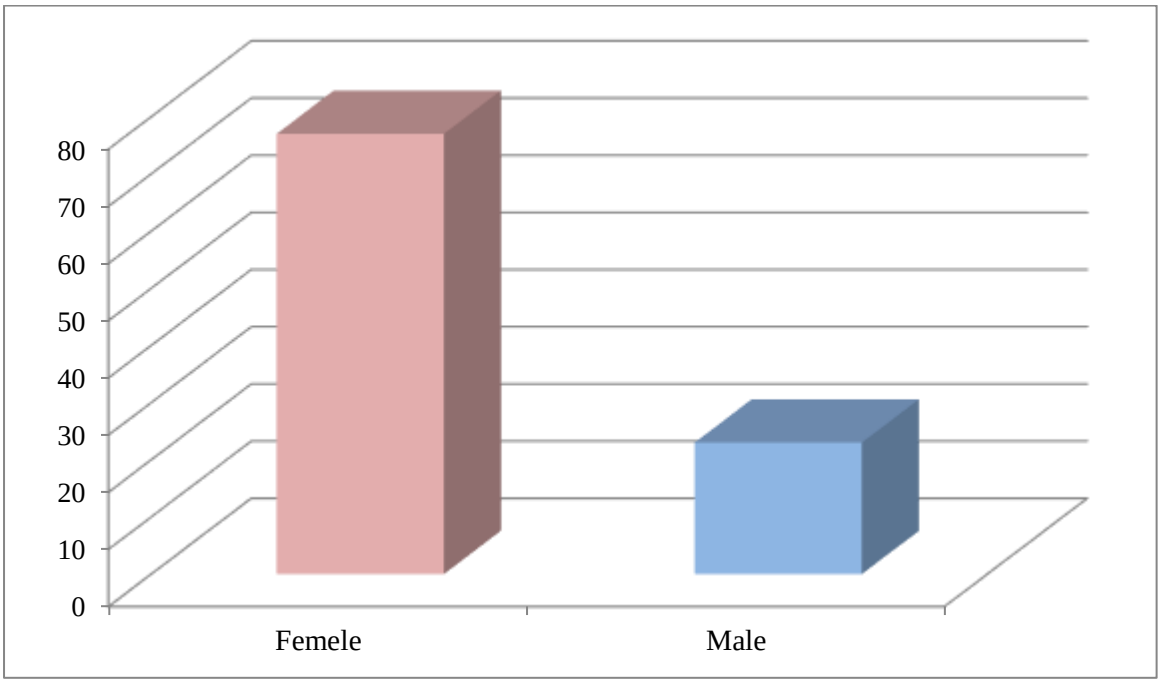

Figure 3.2 Gender of the participants

As shown above, we can see that approximately77% of the population are women, whereas22% are men. This inquiry is intended to find out which gender has used digital literacy in the classroom and to provide the researcher with insight into the group that is more interested in this subject.

Part01:

Question 01: Do you feel comfortable in the conventional way of teaching?

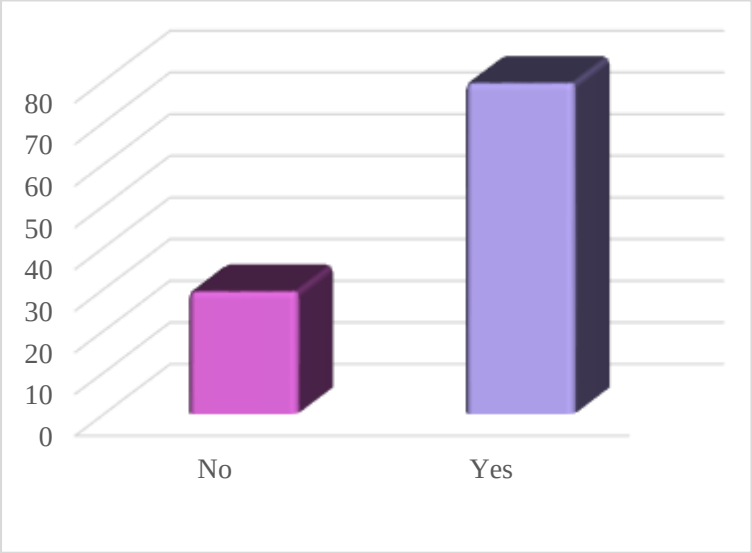

Figure 3.3 Teachers perception on their way of teaching

From the figure above, we can state that most teachers are comfortable with their conventional way of teaching. When we asked them why, most of them answered that the conventional way proves for them to be more efficient .Others replied by saying that this way allows them to have the space they needed to act as teachers.

Question02: Do you face difficulties while teaching your module?

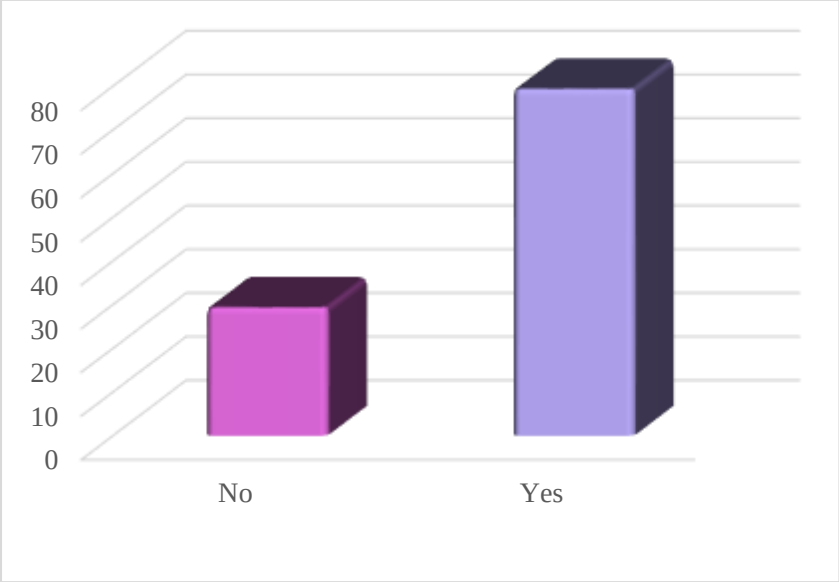

Figure 3.4 Numbers of teachers who encounter problems when teaching their module

We can realize that most of teachers (79.5%) face difficulties while teaching; whereas 29.5% do not face difficulties with it , this question intends to clarify that each teachers has problems when teching their modules maybe due to lack of lesson plan or lack of incorporating new methods like digital literacy

Question03: What kind of struggles do you face while teaching?

Struggles	Percentage
Lack of motivational tools	38.8%
The content is so long/confusing	27%
Students easily get bored	7.2%
The traditional way of teaching is boring	27%

Table 3.1 Struggles that teachers face in teaching their module

The table above shows that most teachers struggle with the lack of motivational tools (38.8). 7.2% of teachers claim that students cannot focus for a very long time in classes, others 27% claim that the traditional way of teaching is boring .Consequently, the rest of the participants said that the content is so long and sometimes confusing.

Question04: What do you think of your methodology in teaching your module?

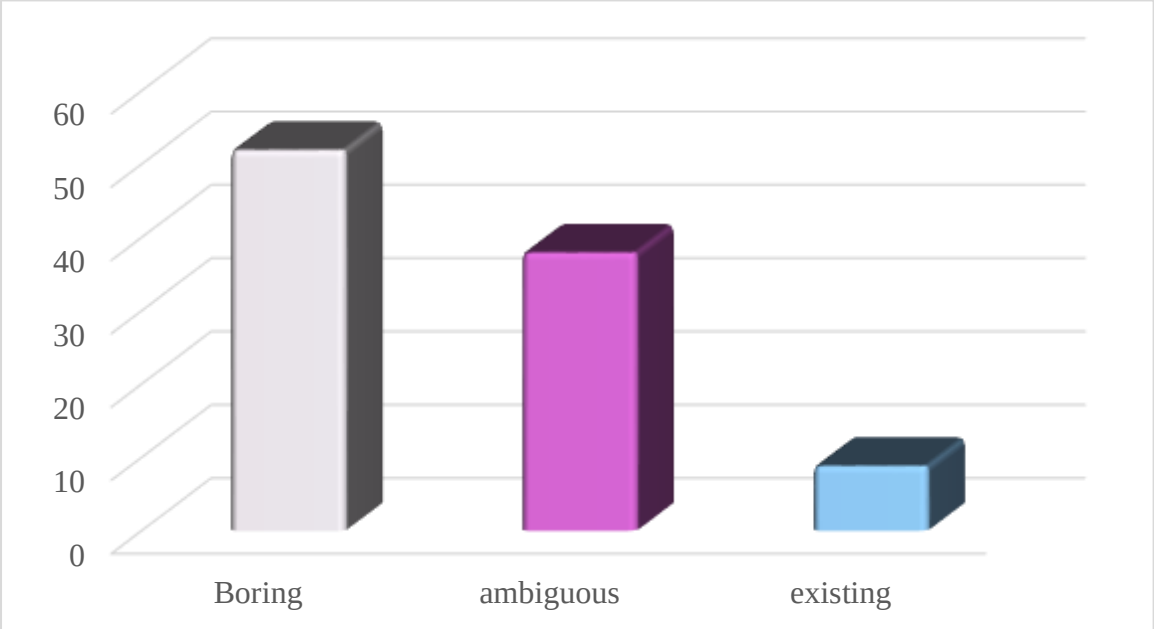

Figure 3.5 Teachers' opinion about their teaching methodology in classrooms

52.3% of the participants claimed that their method in teaching is boring. Moreover, only 15.9 of the teachers described their methodology of teaching as exciting. The other 31,8 considered their method as ambiguous.

Question05: Do you use any technological tools to help you in your instruction?

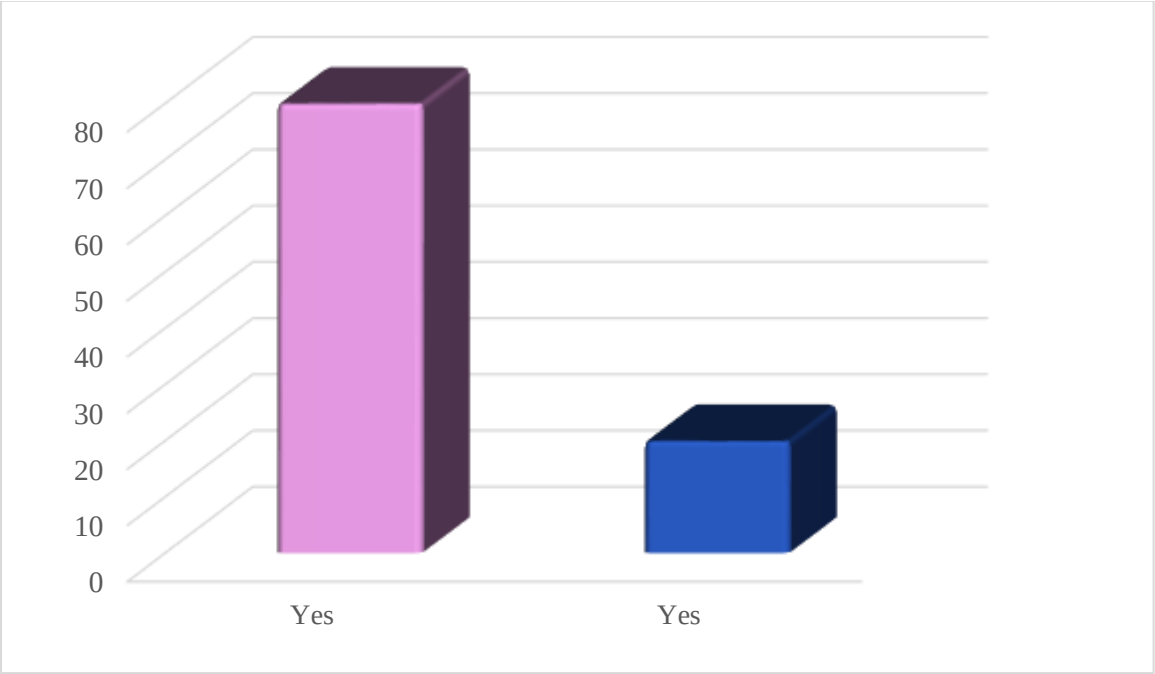

Figure 3.6 Teachers use of technological tools

The majority of teachers use technological tools to aid them in their teaching process, as shown by the bar graph above. When asked about the reason, the majority replied by saying that the technological tools make it easier for them to deliver the lessons in an easy way; others claimed that they don't use technological tools because they take too much time and efforts.

Question06: what technological tools do you prefer to use in class

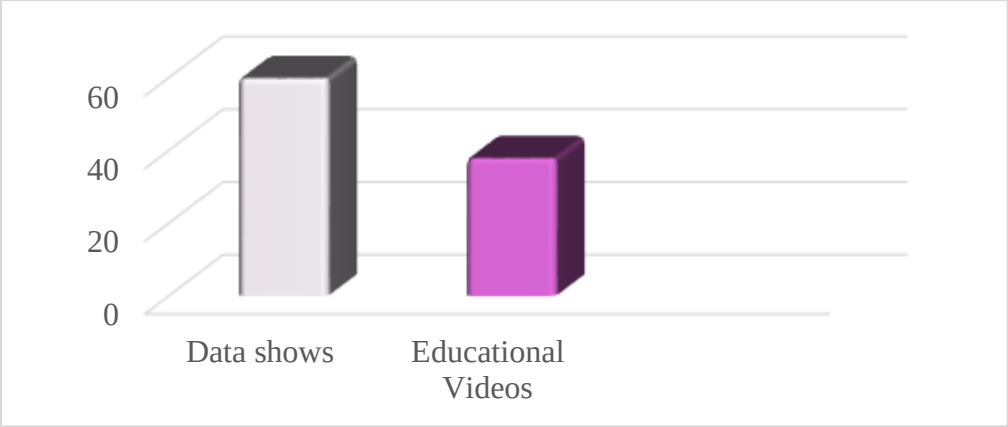

Figure 3.7 Teachers' use of other types of technological tools

As the figure shows, all teachers chose to be more into the use of visual aids because they claim that they make students more engaged with the course material. This is similar to (Taylor, 2000) work, which emphasizes the importance of incorporating visual aids, including animations, diagrams, and multimedia presentations, to enhance learning outcomes

Part Two:

Question01: Have you used any of these online educational platforms?

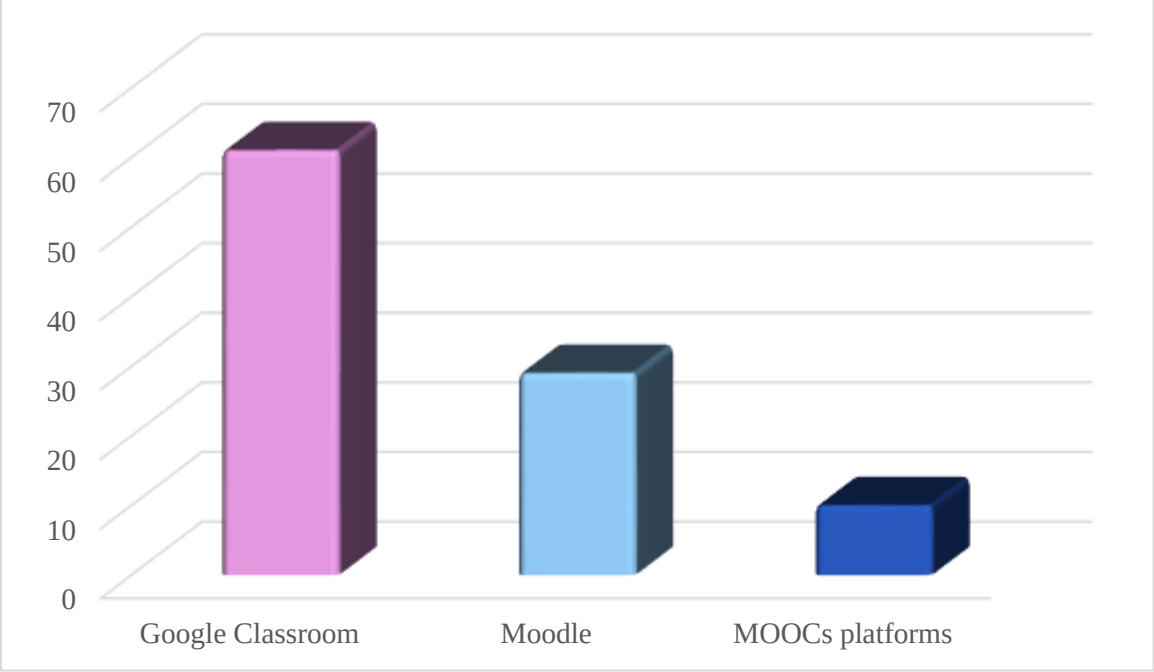

Figure 3.8 Teachers' Choice of the different types of educational platforms

The figure above shows that most participants 61% used Google Classroom. 29% dealt with Moodle platform. Whereas the rest of the participants 9,1% have experience with Moocs Platform.

Question02: Did you achieve your teaching goal while using it?

Figure 3.9 Teachers opinion towards achieving their educational objective while using the platforms

According to the questionnaire responses, there is widespread agreement among participants about the use of online platforms to accomplish educational objectives. The vast majority of respondents, or 93.2%, stated that they do use online platforms to accomplish their educational objectives. This high percentage indicates that participants strongly believe that online learning environments are useful resources for achieving their learning goals.

It's also important to note that some participants said that using online platforms does not help them reach their learning objectives. This minority response highlights the significance of taking into account a variety of viewpoints and experiences when assessing the effectiveness of

online learning, even though it may reflect a variety of factors, such as technical issues, low engagement, or mismatches between the platform and their preferred learning styles.

Question03: Why do you think that digital literacy is helpful in teaching?

Options		Percentage
Encourage team work		70.05%
Facilitate the teaching experience		29.5%
total		100%

Table 3.2 Teachers' opinion about the effectiveness of digital literacy skills

When we asked about why they think that digital literacy is helpful the majority of teachers responded that it helped in bringing the interaction between students and teachers by encouraging team work. Others stated that the creativity and development that was due to technological advancement helped in facilitating the understanding of the lesson.

Question04: Are online educational applications an effective way to fully deliver the lessons in an enjoyable yet comprehensive way?

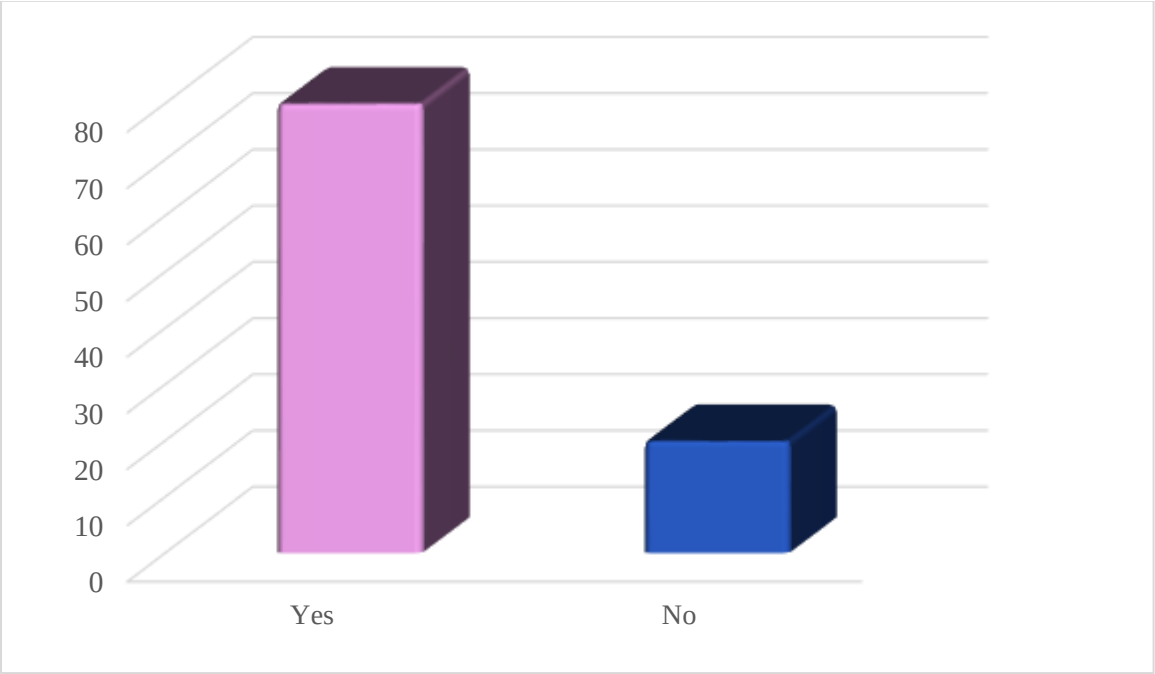

Figure 3.10 Teachers' opinions about the effectiveness of educational applications

The majority said that since students are very close to their phones, it is high time these phones were integrated in the classroom as this will make the learning and teaching atmosphere convivial. The rest of the participants expressed their refusal by saying that they are not suitable to be used in the classroom.

Question05: How much interest do you have in teaching after using digital technology in your lessons?

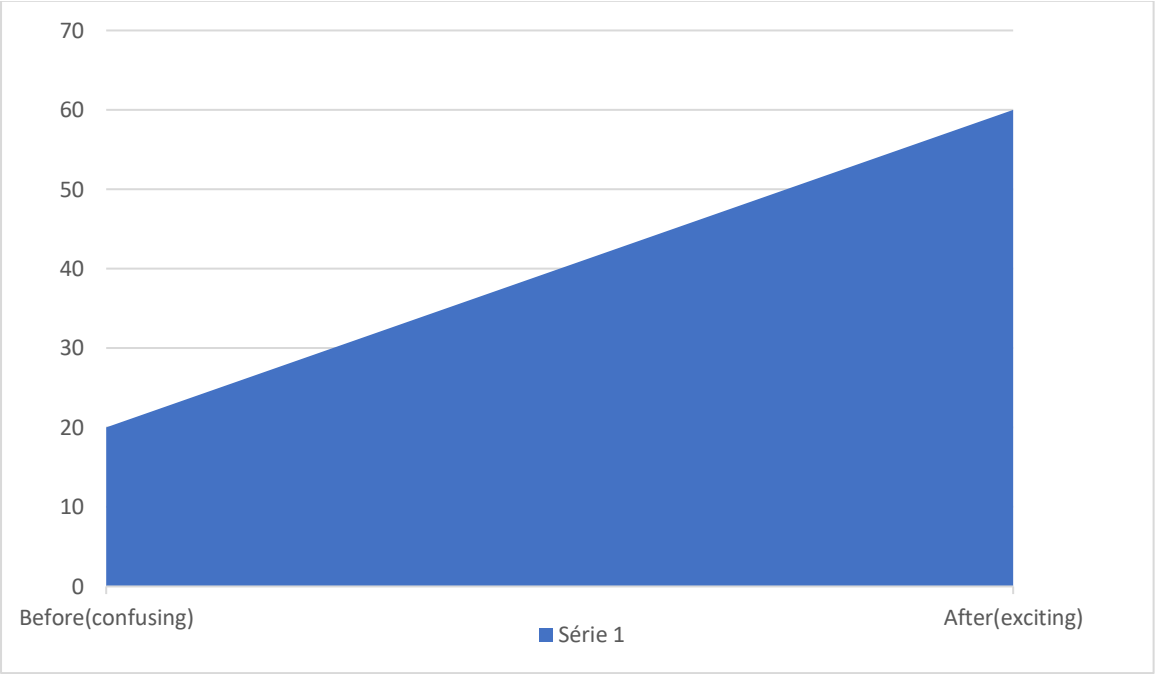

Figure 3.11 Teachers' attitudes after using digital technology in their classroom

Regarding the usage of digital literacy skills and visual content representation in their lectures, instructors' attitudes have significantly changed, according to the questionnaire result. Before digital literacy skills were introduced, teachers frequently expressed the opinion that students found lessons to be dull and complicated. This comment draws attention to a possible problem that teachers may encounter when trying to engage students and successfully communicate course material using only traditional teaching approaches.

Nonetheless, educators saw an improvement in students' engagement and accessibility to knowledge after incorporating digital literacy abilities and using imaginative and engaging visuals to convey course material. Students' attention caught and their drive to study was increased by the use of technology, which made learning more dynamic and engaging. This result supports the idea that technology serve as a powerful tool

Question06: What are your overall thoughts on the use digital literacy and online application in the teaching and learning process?

In response to this question, the majority of teachers stated that the use of digital literacy skills and online resources had transformed instruction by providing unique levels of collaboration, individualized learning, and resource access. Effective integration of these technologies into the classroom promotes critical thinking abilities that are necessary for success in the digital age, increases student engagement, and makes interactive learning easier. Moreover, to build inclusive and productive learning settings, it is essential to ensure equal access to technology and create a balance between the use of digital tools and conventional teaching approaches. However, some others said that it is ineffective for some types of teaching like the writing traditional one, when the teacher likes to observe the mistakes made by the students.

3.7. Results of the Study:

The findings from the teachers' questionnaire support the study's hypotheses. The findings correspond with the first hypothesis, which holds that in order to meet educational objectives, digital literacy is very advantageous since it enables teachers to be more engaged and communicate with their students in new and significant methods. However, the results also support the second hypothesis that employing digital technological tools assist learners grasp the material properly. Overall, this descriptive analytical study's findings are consistent with the hypothesis that digital literacy is similar to flipping a coin. On one hand, the introduction of digital tools into the classroom has excited some teachers, who see them as useful resources that improve students' engagement and speed up learning. They like the opportunity for individualized training, variety of resources, and interactive features that these tools provide. Some, on the other hand, continue to doubt their efficacy and express concern about possible negative effects such excessive reliance on technology, distraction, and unequal access for

pupils. Despite differences in opinion, it's crucial for educators to assess the advantages and drawbacks of digital tools critically and determine the best course of action that best meets their students' learning needs. The study's conclusions offer conflicting views on the function of digital literacy in education. Although digital tools present chances for creativity and advancement, educators must assess their effectiveness carefully and take into account the variety of needs and difficulties they can face. By adopting digital literacy skills and using technology wisely, educators can improve the efficacy of their instruction and design interesting lessons that appeal to students of today.

3.8. Conclusion:

This chapter is regarded as the study's core. It introduces information on the study's methods and sample, data analysis, and results interpretation. Based on our data collection tool, this research concludes that digital literacy is beneficial for creating a positive learning environment in the classroom. Since students are raised in the digital age, it is insufficient to force them to learn using a single, traditional method. This does not imply that the traditional method is ineffective; on the contrary, the conventional way is better in lessons like grammar and writing as some teachers clearly claimed. However, technology was created with specific purposes in mind. These purposes include assisting teachers in imparting knowledge, and accomplishing their goals and assisting students in understanding the lessons to the fullest extent possible. This is because technological advancements are introduced in a way that is highly unique to each student. In conclusion, the development of digital literacy skills will be crucial in providing teachers and students with the resources they need to succeed in the twenty-first century as technology advances.

3.9. Limitations of the study:

It is worth saying that no study is flawless. All researchers may face a wide variety of challenges that lead research to be flawed and incomplete in one way or another. One of the obstacles is the limited sources for some titles, which is a challenge that the researcher faced in conducting the research. Also some teachers were not able to answer the questionnaire. The researcher is aware that the scope of technology in education is so broad and there are many issues to be discussed. However, the researcher has deliberately focused on the main challenges and obstacles faced by EFL teachers in Algerian university regarding developing and applying digital skills in their teaching practices.

General Conclusion

General Conclusion

This study aims at addressing and examining the impact of using digital skills in the teaching process .This investigation shows that the use of online applications can be an effective tool for enhancing teachers methodology in teaching their modules as the content will be presented in a dynamic and entertaining way.

Furthermore, this study aims at investigating the effectiveness of using digital literacy tools in the classroom, as well as exploring the attitudes and presumptions of teachers, which has been the main focus of this investigation.

Moreover, a suitable methodology was used for our inquiry, as with any academic study. Both approaches qualitative and quantitative are used in the study to investigate the effectiveness of the integration of digital literacy in the teaching process. This research was conducted in the Department of English at Laghouat University in Algeria. In this research study, the population is represented by teachers in the English Department. A questionnaire was created to examine, explore, and investigate the teachers' attitudes toward using online applications as a teaching resource that enhances their performance in delivering the information and achieving their educational goals.

Regarding the use of digital resources in the classroom, teachers' perspectives and experiences have been clarified in the last chapter. The results draw attention to the educational opportunities that come with digital literacy for both teachers and students like improving learning opportunities, fostering the development of critical skills, and encouraging inclusivity and accessibility for students , and helping teachers grow professionally, making creative teaching tactics possible, and enhancing classroom management. Instructors and students in educational institutions can better meet the needs of the digital age by promoting digital literacy.

. While many instructors are enthusiastic about how digital technologies might improve students' engagement and learning results, others voice concerns about issues like fairness, access, and the dangers of relying too much on technology. They maintain that the traditional educational approach still meets their educational objectives. Thus, the data partially support our hypotheses that most teachers use their digital skills, and their feedback emphasizes how valuable digital literacy is as an asset that improves classroom instruction, encourages student engagement, facilitates interactive learning, and raises educational standards generally.

In conclusion, we can verify that implementing digital literacy tools significantly improved teachers' performance in the classroom based on the data that is currently accessible. The research investigation's main base is validated by the results. The study's findings also imply that some educators are enthusiastic about the introduction of digital literacy tools into the classroom because they view them as practical tools that increase student engagement and accelerate learning. Additionally, because technology is the present in all aspects of life including the future of education, this study advises teachers to learn about it and improve their e-learning skills.

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Appendices

Appendices

People's Democratic Republic of Algeria

Ammar Thelidji University of Laghouat

Faculty of Letters and Languages

Department of English

Teachers' Questionnaire

Dear Teachers,

You are kindly invited to answer this questionnaire which aims to gather Information about the use of digital literacy in the teaching process. Your responses will be used to help us understand the impact of using Online Applications as a teaching and learning tool. Thereby, you are kindly requested to answer the questions. Thank you for giving it your attention and time.

first, we would like to know:

1) How old are you? ……

2) You are: male or female

Part One:

1) Do you feel comfortable in the conventional way of teaching?

Yes

No

Why?

……

……

……

……

3) Do you face difficulties while teaching your module?

Yes

No

Appendices

4) What kind of struggles you face while teaching?

(a) The course content is so long /confusing

(b) Students easily get bored

(c) Students are not interested in the module

(d) The traditional way of teaching is boring

(e) Lack of motivation Tools

5) What do you think of your methodology in teaching your module?

a) Ambiguous

b) Boring

c) Exciting

6) Do you use any technological tools to help you in your instructing?

Yes

No

Why?

……

……

……

……

7) what technological tools do you prefer to use in class?

……

……

……

……..

Appendices

Part Two:

1. Have you used any of these online educational platforms

□ Moodle

□ Google Classroom

□ MOOCs platforms

2. Did you achieve your teaching goal while using it?

Yes

no

3. Why do you think that Digital literacy is helpful in learning and teaching?

……

……

……

……

4. Are online educational applications an effective way to fully deliver the lessons in an enjoyable yet comprehensive way?

Yes

No

Why?

……

……

……

……

5. How much interest do you have in teaching after using Digital literacy in your lessons?

……

……

……

……

6. What are your overall thoughts on the use digital literacy and online application in the teaching and learning process?

……

……

……

……

……

Thank you for your help

Résumé :

À une époque où la technologie continue de dominer, les éducateurs ressentent de plus en plus de pression pour intégrer la littéraire numérique dans leurs plans de cours. Les enseignants peuvent se donner les moyens de créer des environnements d'apprentissage vivants, accueillants et prêts pour l'avenir qui encouragent l'imagination, la pensée critique et la maîtrise numérique des élèves en adoptant la littéraire numérique. Par conséquent, la présente étude a été menée pour évaluer l'utilisation de la littéraire numérique dans l'enseignement à l'Université d'Amar Thelidji. Les principaux objectifs incluent la détermination de l'efficacité de l'utilisation de la littéraire numérique et des applications en ligne comme nouveaux outils pour renforcer l'éducation et l'examen de la relation entre l'adoption numérique et la réussite académique des enseignants. Dans cette étude, un seul instrument de recherche a été utilisé, un questionnaire auprès des enseignants. Les résultats de l'étude soutiennent l'affirmation selon laquelle la littéraire numérique est très avantageuse, car elle permet aux enseignants d'être plus engagés et de communiquer avec leurs élèves de nouvelles manières significatives. Dans l'ensemble, les résultats de cette étude descriptive et analytique sont conformes à l'hypothèse selon laquelle la littéraire numérique est comparable à une pièce de monnaie. D'une part, l'introduction d'outils de littératie numérique en classe a enthousiasmé certains enseignants, qui les considèrent comme des ressources utiles pour améliorer l'engagement des élèves et accélérer l'apprentissage. D'autre part, certains continuent de douter de leur efficacité et expriment des préoccupations quant aux effets négatifs possibles, tels qu'une dépendance excessive à la technologie, la distraction et l'accès inégal pour les élèves.

Mots-clés : Littératie numérique, Outils d'application en ligne, Enseignement et apprentissage.

ملخص الدراسة

في زمن تستمر فيه التكنولوجيا في السيطرة، يشعر المعلمون بضغط متزايد لدمج المعرفة الرقمية في خطط دروسهم. يمكن للمعلمين تمكين أنفسهم من خلق بيئات تعليمية حيوية ومرحبة ومستعدة للمستقبل تشجع على الخيال والتفكير النقدي والطلاقة الرقمية للطلاب من خلال تبني المعرفة الرقمية. لذلك، تم إجراء هذه الدراسة لتقييم استخدام المعرفة الرقمية في التعليم في جامعة عمار ثليجي. تشمل الأهداف الرئيسية تحديد فعالية استخدام المعرفة الرقمية والتطبيقات عبر الإنترنت كأدوات جديدة لتعزيز التعليم ودراسة العلاقة بين التبني الرقمي والتحصيل الأكاديمي للمعلمين. في هذه الدراسة، تم استخدام أداة بحث واحدة، وهي استبيان مع المعلمين. تدعم نتائج الدراسة الادعاء بأن المعرفة الرقمية مفيدة للغاية لأنها تمكن المعلمين من أن يكونوا أكثر تفاعلاً ويواصلوا مع طلابهم بطرق جديدة وذات مغزى. بشكل عام، تتماشى نتائج هذه الدراسة الوصفية التحليلية مع الفرضية التي تقول إن المعرفة الرقمية تشبه وجه العملة. من ناحية، حمس إدخال أدوات المعرفة الرقمية في الفصول الدراسية بعض المعلمين الذين يرونها موارد مفيدة تحسن تفاعل الطلاب وتسرع التعلم. من ناحية أخرى، لا يزال البعض يشكك في فعاليتها ويعبر عن قلقه بشأن الآثار السلبية المحتملة مثل الاعتماد المفرط على التكنولوجيا، التشتت، وعدم المساواة في الوصول للطلاب.

الكلمات المفتاحية: المعرفة الرقمية، أدوات التطبيقات عبر الإنترنت، التعليم والتعلم