



Integrating Digital Literacy in the Algerian EFL Teaching and Learning Contexts: Student Perspectives and Potential Implications

ادماج المعرفة الرقمية في مجالات تدريس وتعليم اللغة الإنجليزية كلغة أجنبية الجزائرية: آراء الطلبة وتوصيات هامة

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Article abstract

Digital literacy has become a major concern for all stakeholders involved in the field of education, including students, teachers, and policymakers. To bridge the gap, teachers should play a principal role in implementing it in class to help students be more digitally competent. This paper explores students' perceptions towards digital literacy integration into English as a foreign language (EFL) settings. By utilizing a quantitative method, a survey was administered to gather data from EFL 2nd year students at the teachers' training school of Constantine. Results showed that students revealed positive attitudes towards the implementation of digital literacy in EFL contexts.

Key words: digital literacy; EFL contexts; education; digital skills; students' perceptions.

ملخص المقال

أصبحت المعرفة الرقمية هاجسًا رئيسيًا لجميع الأطراف المعنية في مجال التعليم، بمن فيهم الطلاب والمعلمون وواضعو السياسات. ولتحقيق الأهداف التعليمية، ينبغي أن يقوم المعلمون بدور محوري في تطبيق المعرفة الرقمية داخل فصولهم الدراسية لمساعدة الطلاب على اكتساب المزيد من الكفاءة الرقمية. تهدف هذه الورقة البحثية إلى الاطلاع على تصورات الطلاب حول دمج المعرفة الرقمية في مجال تدريس وتعلم اللغة الإنجليزية كلغة أجنبية. وقد تم اعتماد المنهج الكمي، حيث تم توزيع استبيان لجمع البيانات من طلبة السنة الثانية تخصص اللغة الإنجليزية بالمدرسة العليا للأساتذة بقسنطينة وتتضمن الدراسة جانبًا تطبيقيًا يقوم على تحليل نتائج الاستبيان. أظهرت النتائج أن الطلاب أبدوا مواقف إيجابية اتجاه دمج مهارات الثقافة الرقمية في فصول تدريس اللغة الإنجليزية.

كلمات مفتاحية: الثقافة الرقمية; مجال تدريس اللغة الإنجليزية كلغة أجنبية; التعليم; المهارات الرقمية; تصورات الطلاب



Introduction

The new advancements of technology today have revolutionized the fields of communication, work, and education. For example, at work, automated systems and artificial intelligence are being used to do many daily tasks, allowing workers to focus on more complex and creative tasks. Besides, virtual platforms have enabled employees from all over the world to collaborate simultaneously on many projects, allowing for global and real-time teamwork. In the domain of communication, technologies such as smartphones or social media applications have substituted the old traditional methods of communication, ensuring instant interaction across the globe. Decades ago, people used to communicate via letters, which were hand-written on paper and sent by means of postal systems, trains or ships before they reached their recipients in order to maintain personal or professional long-distance connections. Therefore, communication is now faster and more efficient, profoundly impacting global connectivity. On the other hand, technology has elevated the field of education across all its spheres, especially the area of foreign language teaching and learning. In nowadays digital era, modern media tools like mobile applications are increasingly being incorporated into foreign language teaching (Lutge & Merse et al., 2019). The current generation as called by Pensky (2001, cited in Kaba, 2017) 'the digital born', consistently uses technology, constantly transferring situations, sounds, images, from one place to another across different devices such as notebooks, smartphones, iPods, and tablets (Kaba, 2017). More importantly, "they can accomplish many things at the same time, such as: studying, sending messages, chatting with others; everything at the same time and in a very astonishing way" (Kaba, 2017, p.6). Therefore, the use of these tools and gadgets has become necessary to meet students' modern educational needs to access information and communicate quickly. It is quintessential to highlight the significance of digital literacy and its teaching in the context of foreign language teaching and learning.

Further, this paper aims to shed light on the importance of integrating digital literacy in the EFL teaching and learning setting, emphasizing the improvement of students' engagement and motivation. It also discusses its importance in enhancing the understanding of English and language skills and tackles the role of teachers in developing students' digital skills from students' perspectives. The paper also provides a review of students' perceptions of the challenges students and teachers may encounter when engaging with online platforms (such as, Google Meet, YouTube, and Moodle) and digital tools (such as videos, apps, and online quizzes), and offers suggestions to address these obstacles and increase the learners' acquisition of English. This research also tries to answer the following questions:

1. To what extent do students perceive the integration of digital literacy in the English class as enhancing their motivation, engagement, understanding and language skills development?
2. To what extent do students perceive that teachers of English engage them in digital learning activities during English classes?
3. How do students perceive the challenges faced by students and teachers in integrating digital tools and online platforms, and in what ways can we address them?

The type of research design of this study is quantitative. To address the research questions, a survey was administered with second year EFL students at the teachers' training school of Constantine- Assia Djebbar to explore how digital literacy can be best integrated into the Algerian English language classes for improving students' learning outcomes and experiences. The latter includes 27 questions and was divided into three sections: background information, the implementation of online platforms, interactive learning tools, and other digital resources in English language learning, and the contribution of digital teaching practices to students' digital competence. The questionnaire consists of closed-ended questions, including Likert-scale questions, and other multiple-choice questions, in addition to open-ended questions to examine students' attitudes to implementing digital tools in their learning process, the impact of these tools on their engagement, motivation, and acquisition of language skills and teachers' role in preparing digitally competent students in



EFL settings. The data from the questionnaire was collected by means of Google Form and, hence, was converted into percentages. In the paper, some of the results were presented in graphs for a better illustration.

In the present study, all the participants are second year students of English at the teachers' training school of Constantine- Assia Djebar, studying for a degree to become primary school teachers. It should be noted that the sample includes 81 students; however, only 30 students of them answered the questionnaire. The students have been studying English for nine years, which means they have some knowledge of English that allows them to answer the survey. This population was selected purposefully because students, at this academic level, are more likely to be exposed to digital technologies in their learning experiences, through the different modules they study, particularly listening and speaking, in which various digital tools such as podcasts, videos, and online quizzes are frequently used. Such exposure enables students to provide informed responses regarding the integration of digital literacy in English classes.

1.Review of Literature

1.1. Definition of Digital Literacy

Digital literacy has evolved from a narrow understanding of technology use to a broader concept encompassing critical thinking, communication, and participation in digital spaces. Glistner (1997, cited in Ayhan, 2016), who carried out one of the first studies in digital literacy, defined digital literacy as not only a technical proficiency but also as an ability to understand and integrate information from computers, involving cognitive and emotional skills. Later perspectives emphasized collaboration and meaning negotiation in online environments, more particularly in educational contexts. Hague and Payton (2010) introduced digital literacy as the type of literacy involving critically using technology and developing a social awareness of how a number of aspects, including commercial agendas and cultural understandings, can shape the technology-mediated transmission of information. Goodfellow (2011, p. 131), on the other hand, defined digital literacy as the incorporation of new information and communications media into educational activities. Similarly, UNESCO (2018) highlighted the importance of digital literacy for effective learning and participation in contemporary society by stating that:

Digital literacy is the ability to define, access, manage, integrate, communicate, evaluate and create information safely and appropriately through digital technologies and networked devices for participation in economic and social life. It includes competences that are variously referred to as computer literacy, [information and communication technology] ICT literacy, information literacy, data literacy and media literacy.

As can be concluded from the above definition, digital literacy is seen as the appropriate and safe use of digital technology to access, define, integrate, manage, evaluate, and create information for economic and social participation. In fact, it goes beyond the knowledge of how to use the digital tools; it also involves the individual's ability to use several skills to comprehend, and make meaningful interpretations from the available digital content. In the context of the present study, digital literacy refers to students' ability to use digital tools and online platforms to support engagement, interaction, and language learning in English classes.

1.2. Digital Tools in Foreign Language Learning

Digital communication tools have been seamlessly integrated into language education, providing a variety of platforms for interactive learning (Ponggen, 2024). These tools expand beyond conventional classroom environments, facilitating real-time interactions with native speakers and granting access to a broad array of foreign language resources (Martyushev et al., 2021, cited in Ponggen, 2024).

Video conferencing tools or platforms like Zoom and Google Meet facilitate synchronous communication, enabling real-time interaction between educators and learners (Bećirović et al., 2021). Both

early and recent theories argue that real-time learning bridges educational gaps by encouraging social interaction and diminishing social distance (McKinley, 2015; Moore, 1993, cited in Ironsi, 2021).

Video-sharing platforms such as YouTube are widely used as instructional resources in foreign language teaching. YouTube has been chosen as one of the best language-learning tools because it offers various types of educational videos and is a rich source of teaching materials (Listiani et al., 2021). With YouTube, students can access content that aligns with their school topics and create fun learning styles to improve their understanding and skills (ibid). Similarly, podcasts are audio-based multimedia tools that offer students flexible educational content. Taylor et al. (2012) argue that podcasts enhance student engagement and participation in collaborative learning contexts.

Platforms like Moodle, often called Learning Management Systems (LMS), are crucial for organizing both online and blended learning. For Kasabova et al. (2023), these platforms empower educators to distribute and manage course materials efficiently. Meanwhile, students enjoy seamless access to resources like e-books, lectures, assignments, and quizzes from any device and location (ibid).

Other online learning tools are frequently used to support both classroom instruction and independent study. According to Pongen (2024), two specific formats are highly effective. First, language learning apps featuring social elements have surged in popularity, as they link learners directly with native speakers and provide gamified exercises. Second, digital quiz platforms like Kahoot are widely used to review concepts and track learner progress. In addition, collaborative tools such as forums play a significant role in fostering discussion, interaction, and sharing knowledge in virtual learning environments. Biasuti (2017) explains that forums support cognitive processes such as inferencing, evaluating, organizing, and supporting ideas, making them as essential components of online collaborative learning. Ultimately, as technology continues to evolve, these digital resources will pave the way for better language acquisition and collaborative learning (Pongen, 2024).

1.3. Digital Literacy in Foreign Language Instruction

Digital literacy acts as a crucial 21st-century competence at all educational levels, blending technical proficiency with critical thinking to help learners survive in this electronically connected society. By implementing it in the curriculum, teachers can foster independent learning, narrow the digital divide between the school and home, and improve academic performance. In this respect, Hague and Payton (2010, p. 59) stated that:

digital literacy can be developed alongside subject knowledge in all classrooms at both primary and secondary level. It contends that digital literacy can be important not only in supporting students to become independent, critical learners but also in narrowing the gap between children's lived experiences inside and outside of school.

Researchers agreed that digital literacy should be integrated into the curriculum in order to help learners understand the use of technology in their learning. The design of the digital literacy curriculum should involve the teachers' voice in the subject matter (Levin, 2000, p.17). Therefore, instructors should have their say when it comes to the components of the digital literacy curriculum since no one except them can see the problems of technology-mediated learning and find solutions to them (Forutanian, 2021). Schmar-Dobler (2003, cited in Hamidah 2021) mentioned that instructors should adapt and incorporate curricula into the digital setting. Kress (2003) proposed that educators should use any accessible digital tools to make sure that education is suitable to the needs of today's society.

Furthermore, technology has a big influence on students' language skills inside and outside their classrooms. Early studies, such as Grimshaw et al. (2007, cited in Hamidah, 2021), demonstrated that the use of technology may impact students' reading comprehension skills. Integrating digital literacy for the betterment of students' reading skills may have an influence on their ability to comprehend the text. This is also backed up by the finding of Ertem (2010), who figured out that students who are engaged in digital texts, including animations, improve significantly in reading comprehension. As far as the English learning context, Ciampa (2012) showed that using digital reading tools like e-books in the English classroom could help



students to be more engaged and motivated. The finding revealed that e-books could enhance students' motivation when engaged in reading and writing. More recent research has broadened the focus to include various language competencies facilitated by different digital technologies and online platforms. Hamidah (2021, p. 98) pointed out that "writing-based technologies, especially those involving the Internet such as blogs, digital stories, and wikis provide many opportunities for them to be an author". Furthermore, other language skills can also be supported by other digital tools such as images, hyperlinks to word meanings, illustrative videos, and recordings of word pronunciations (Hamidah, 2021). Learners also acquire vocabulary as they engage with the various aspects of word meaning (ibid).

1.4. Assessment of Digital Teaching Practices in English Classrooms

Improving teachers' digital competences is a must for effective learning and teaching in today's digital society. In this respect, a report prepared by the Australian Council for Educational Research (2016, cited in Akayoğlu, et al., 2020, p.88), suggesting criteria for developing "a global measure of digital and ICT literacy skills" states that because the terms digital literacy and ICT literacy may overlap, they can be employed interchangeably. Likewise, Tyger (2011) suggested a digital literacy scale to measure teacher candidates' digital literacy, yet the scale items only enquire about participants' understanding of various ICT terms, such as spyware, weblog, tagging, thus emphasising only perceived ICT knowledge. In his turn, Forutanian (2021) used a semi-structured interview to measure teachers' digital practices in their classrooms. Aydin, et al. (2024) also developed and validated a comprehensive scale to assess teachers' digital competencies. The findings suggested that the teachers' digital competence scale (TDC-S) is a valid and reliable instrument for measuring teachers' digital competencies at all educational levels from primary to high schools. It can serve to inform teacher training and professional development programs, and to identify teacher candidates who require assistance with regard to improving their digital skills. This is to say teachers' digital skills can be measured and enhanced to better their students' digital skills as well. In addition, research on digital teaching practices in English classrooms have explored how teachers' technological competencies can be assessed to support effective digital literacy integration. These practices contribute to the creation of interactive learning environments that may impact students' engagement, motivation, and overall language learning experiences. However, the present study specifically examines students' perceptions of these digital learning practices.

2. Research Data Analysis and Interpretation

2.1. Background Information

The questionnaire was sent to a total number of 81, and only 30 students answered. So, the response rate (37.03%) was a bit low, but the answers were very helpful and interesting.

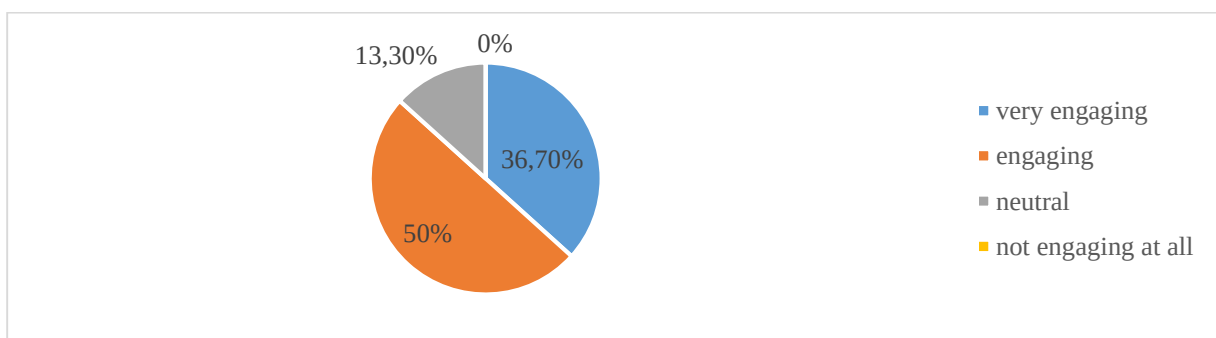
The student participants were aged between 18 and 25 years old, and all of them were females. The majority (60%) perceived their level in English as average. This means that they are aware of their weaknesses in the English language. When asked about the number of years of studying English, all the participants reported having studied it for nine years, which indicates a certain familiarity with the language and its aspects that still need to be mastered. It should be noted that the questionnaire included 'age' and 'gender' in this section to provide a clearer profile of the participants; these variables were not used for any comparative analysis.

2.2. The Implementation of Online Platforms, Interactive Learning Tools and Other Digital Resources in English Language Learning

When it comes to students' attitudes toward the integration of online platforms (e.g. Moodle, Google Meet, etc.), interactive learning tools (e.g. games, quizzes, etc.), and other digital resources in English language learning, 13.8 % of the students reported feeling comfortable, while 51.7% reported feeling somewhat comfortable when using online platforms to learn English. In addition, 43.3% of the students feel

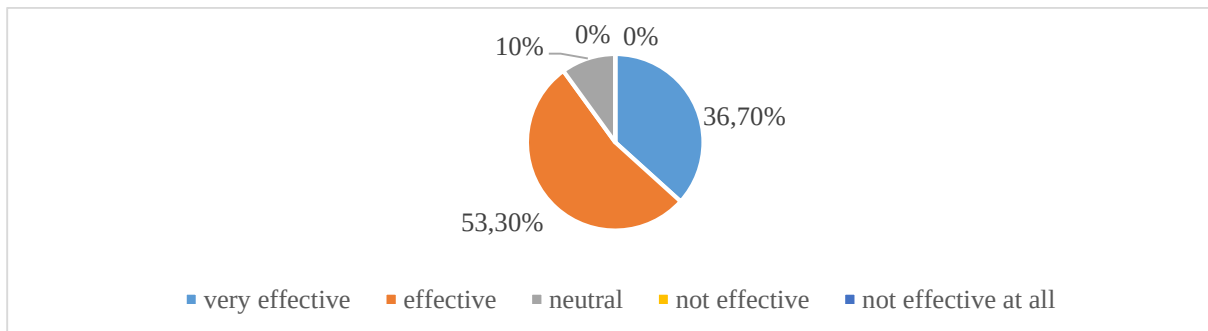
more motivated and 53.3% feel slightly motivated to learn English using online platforms and interactive learning tools. Furthermore, 36.7% found that interactive learning tools for learning English are very engaging, while 50% found them engaging. Moreover, 50 % believe that online learning tools, including online platforms, interactive learning tools and other types of digital resources, make learning English more enjoyable, whereas 40% believe it is somewhat fun. These findings suggest that technology-based learning environments align with students' preferences, learning styles and social habits. They also indicate that the integration of digital tools in education can improve active engagement, increase participation, support learner autonomy, provide instant feedback and enhance learning outcomes, which may explain students' motivation and comfort. In addition, online tools which often include games, videos, quizzes, songs and interactive exercises make the lessons more dynamic compared to traditional lecture-based instruction, rendering the learning process less stressful and more enjoyable.

Figure.1. Digital Tools' Influence on Students' Engagement



26.7% of the students reported that they always use online platforms or tools to practise English outside of class time; 40 % said they sometimes do so and 30% said they rarely do so. This indicates that the majority use it either always or sometimes, which highlights that the educational institutions should provide encouragement for more consistent use. On the other hand, 13.3% strongly agree and 53.3% agree that online learning platforms improve their understanding of English; 36.7% think the use of digital tools is very effective in enhancing students' English language skills such as speaking , listening, reading , and writing and 53.3% said it is effective; and finally 20 % strongly agree and 46.7% agree that interactive tools like games and quizzes help them retain what they have learned better than traditional methods and only 16.7% disagree with that. This is due to the fact that online platforms and digital tools enhance language exposure via authentic English materials (e.g. videos, podcasts, articles, and interactive tasks), which strengthens the core English language skills (speaking, listening, reading, and writing), besides providing self-paced learning and engagement, which leads to improvement. Online platforms also allow students to replay recorded lessons, revisit materials, review the difficult content and sometimes repeat the exercises multiple times; this repeated exposure reinforces memory consolidation, leading to better understanding and long-term retention.

Figure 2. Digital Tools' Effectiveness in the Enhancement of Students' Language Skills



Moreover, 10% found that learning English online is more effective, 33.3 % found that traditional learning is more effective, and 56.7% found that both of them are effective. 56.7% prefer a balanced mix of both face-to-face lessons and online learning activities for English and 43.3% prefer more face-to-face learning. Even though these findings contradict with a previous finding which revealed that the majority of students think that interactive tools help them retain what they have learned better than traditional learning methods, one can say that more than half of the students still prefer a combination of online learning and face-to-face learning and find that both of them are effective because the former offers convenience, multimedia resources, and independent learning; and the latter provides immediate interaction, real-time clarification, and stronger social connection, something which suggests that both formats are complementary in education.

When asked about which online learning tools students find most helpful in improving their English skills, 73.3% of the students said that they are the speaking applications; 56.7% said the vocabulary applications; 50% chose listening exercises; and 33.3% said grammar tools. One can conclude that students prefer speaking and vocabulary apps because they match their needs, which are communication and understanding. Speaking apps give them the chance to actively practice the English language in real-life situations, boosting their pronunciation and confidence. They are also a safe place to enhance their fluency since they can think in English and respond quickly, which is essential to get rid of the fear of embarrassment. Vocabulary apps are also important to expand their vocabulary inventory since they allow them to learn the words in context, hear their pronunciation and review them regularly. Listening apps are also helpful for learners since they expose them to real spoken English, which improves their communication skills, their pronunciation and their ability to recognize words in context, unlike grammar apps, which focus only on the rules and structure of the language, something that does not match their real target, which is to communicate quickly in English. Concerning their responses as to what challenges they face while using online platforms for learning English, 70% of the students said they are 'technical issues (e.g. internet connectivity)'; 50% said 'the limited interaction with peers and teachers'; 26.7% said it is 'the difficulty navigating the platforms'; 23.3% said 'the lack of motivation'; 20% said 'the lack of personalised feedback'; and 3.3 % (one student) suggested another challenge which is ' not finding the right platform'. These results suggest that technical issues and lack of interaction with peers and teachers are important obstacles faced by students; they both disrupt the learning process. Technical issues like poor internet connectivity break students' concentration and limits their regular and continuous practice; on the other hand, lack of interaction with peers and teachers prevents them from receiving immediate feedback and asking questions, which makes them unable to improve their speaking and understanding. In this respect, Mudra (2020) pointed out additional difficulties encountered by young students when engaging with complex digital materials, emphasising the necessity for simplified and age-appropriate resources.

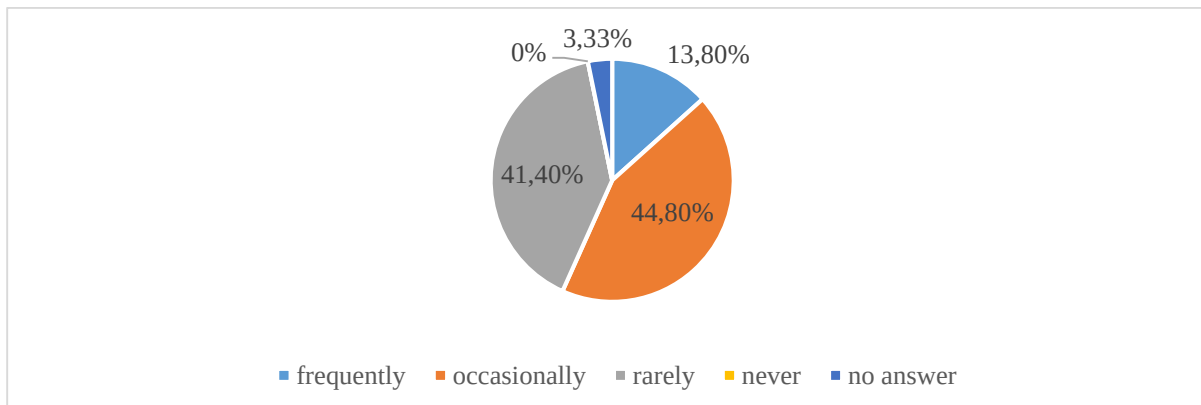
When it comes to their willingness to take an entirely online English course in the future, 17.2% said they will definitely take the English course; 58.6% said that this depends on the course; and 24.1 % said that they prefer face-to-face courses. It should be noted that one student left this question unanswered.

For those who answered by ‘yes’ or ‘may be depending on the course’, they justified their answers by different views: the majority said that online courses are flexible and convenient, so they can study at their own pace and at any time since the lectures are saved and they can also learn from their home, which makes them more comfortable; some said some lessons are better learnt online since they need more practice than theory; some others said that some lessons need face to face interaction; and others find that sometimes these courses can provide them with details and better explanation of the lesson comparing to the teacher’s explanation. These results emphasise the fact that students are increasingly ready for online learning since it offers flexibility and convenience, besides being a place of constant practice and better explanation as compared with traditional learning.

2.3. The Contribution of Digital Teaching Practices to Students’ Digital Competence

When asked about how frequently their English teachers use digital tools (e.g. videos, apps, online quizzes) in class, 13.8% said ‘frequently’; 44.8% said ‘occasionally’; and 41.4% said ‘rarely’. One student did not answer this question. Based on these results, one is inclined to say that more than half of the students reported that teachers use digital tools either frequently or occasionally, which indicates a noticeable integration of these tools in English classes. However, a limited number of teachers incorporate them constantly. In addition, a good number of students (41,4%) said teachers use them on very rare occasions, which indicates that this category of teachers are still hesitant about using them in the learning process. Concerning the digital tools English teachers use in their classes, 55.2% opted for the ‘learning platforms (such as, Google Meet, YouTube, and Moodle)’; 48.3% chose ‘multimedia (videos or podcasts)’; 31% selected quizzes or games; 17.2% chose ‘collaborative tools (forums)’; and no one suggested other tools that might be used by teachers. One student did not respond to this question. As far as this question is concerned, teachers prefer online learning platforms and multimedia (videos and podcasts) because these tools make the teaching process more flexible, engaging, and effective. Learning platforms offer a variety of resources to choose from their materials, which helps them organise their lessons more efficiently and facilitates the evaluation of students’ progress; on the other hand, videos and podcasts help improve students’ comprehension. For instance, videos make them see language in context, which means in real-life settings, which makes understanding more interesting and easier than in text only; podcasts focus on the listening skills exposing students to natural language and real conversations, which enhances their comprehension and pronunciation. In addition, 6.9% of students mentioned that their teachers encouraged independent learning using digital resources to a great extent; 72.4% said teachers do so to some extent only; 17.2% said their teachers encouraged them just a little; and 3.4% pointed out that their teachers do not encourage them at all to use digital tools outside their classrooms. It should be mentioned that one student left this question unanswered. It can be interpreted from the latter results that teachers support independent learning through technology, but they do this only to a limited degree. They recognize the benefits of digital tools or platforms for students, but they think that online learning should not be fully independent. It should be mentioned that independent learning is one of the core objectives of digital literacy. This is evidenced by Aydin and Diler (2022), who asserted that digital learning is a student-centred approach where students construct knowledge outside their classroom and engage with peers in problem solving tasks.

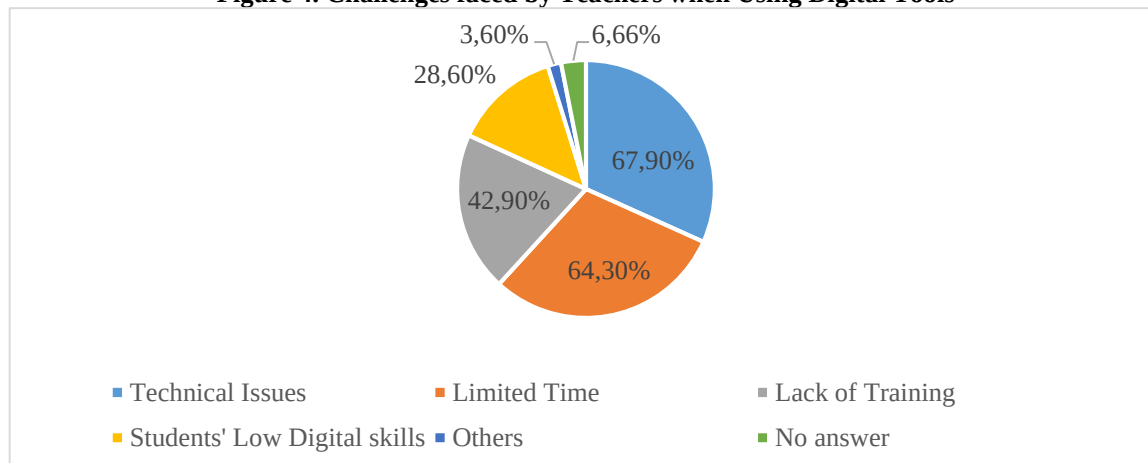
Figure 3. The Frequency of Using Digital Tools by Teachers



6.9% of the students strongly agreed and 55.2% agreed that their teachers' use of digital tools increase their motivation to learn English; however, 27.6% remained 'neutral' and 10.3% disagreed with that. One student did not answer this question. This means that the majority of students think that teachers should incorporate technology such as videos, apps, or online interactive platforms, etc. into their teaching to make learning more engaging and tempting as the latter can captivate their attention more than traditional learning.

When enquired about what challenges that seem to affect teachers' use of digital tools in English classes, 67.9% of the students chose 'technical issues'; 64.3% opted for 'limited time'; 42.9% selected 'the lack of training'; 28.6 % chose 'students' low digital skills'; and only 3.6% (one student) suggest another important challenge which is the students' reliance on classroom learning and practices. Two students left this question unanswered. This means that students perceived that there are practical factors that appear to influence teachers' integration of technology in their English classes, so they may face obstacles such as technical problems (e.g., the equipment not working properly), limited training to use digital tools, and insufficient time to integrate technology in their teaching. Although a minority of students chose 'low digital skills' as a challenge, Sudirman (2025) found it a significant obstacle and claimed that students do not have at their disposal "the requisite skills to effectively utilize digital tools in educational settings and teachers should integrate digital literacy training that emphasizes both fundamental skills and educational applications ensuring that students' digital literacy competencies align with academic standards" (p.1409-1410). Pratolo and Solikhati (2020) added that insufficient technology and constrained financial resources are significant difficulties that impede the effective implementation of digital literacy in EFL settings. To address these challenges, Sudirman (2025) asserted that we must strategically allocate resources to ensure equitable access to digital tools and continuous support systems for teachers and students.

Figure 4. Challenges faced by Teachers when Using Digital Tools



When it comes to the kind of support that would help develop students' digital competence, students recommended the following suggestions. Most of them insisted on the fact that teachers could better help by integrating digital tools into lessons, such as educational apps, online platforms, and interactive activities and they should also guide students on how to use reliable online resources effectively and responsibly. Others suggested that teachers should encourage digital research, and provide tasks that develop both English skills and digital literacy at the same time. Some of them recommended the use of Google Classroom, Cambridge dictionary online, quizzes, videos and podcasts. Other students said that teachers should use Google Docs for group work and encourage them to create videos and presentations using digital resources. One of the students mentioned that teachers should integrate more online practices than courses because students usually prefer lessons to be explained in class. Some students highlighted the importance of including good materials and media in the classroom; however, some others stressed the fact that it is not the teachers' problem to develop students' digital competence, but it is the students' responsibility to do so. The latter category of students think that this depends a lot on the students' willingness and readiness to improve their skills in using technology properly. Finally, some of them insisted on teachers' training in using online tools, platforms and websites to be able to provide them with the right instructions on how to use them in their learning of the English language. These suggestions indicate that students are providing ideas on how teachers can improve their teaching to help students build stronger digital skills and this can be achieved by adopting specific technology-based practices that enable the learners to use digital tools confidently, critically, and effectively.

Conclusion

The incorporation of digital literacy can enhance the quality of EFL instruction, offering significant opportunities for learners and teachers alike. By utilizing digital tools, teachers can create an immersive and dynamic learning environment that enables learners to fulfil their learning tasks and enhance their overall language proficiency. Online platforms present a safe place where all language skills, including speaking, listening, reading and writing are practiced and where the classroom learning situations are aligned with real-world communication settings. Integrating technology can help teachers modify their lessons to meet students' needs, allowing for more personalised learning experiences.

This study explores students' attitudes to the significance of the implementation of digital literacy in EFL contexts; to the impact of digital literacy on students' motivation, engagement, their understanding of English and their acquisition of the language skills (listening, speaking, reading, and writing); and to the role of teachers in developing students' digital skills. It also tackles the challenges faced by teachers



and students when engaging with technology. The majority of students revealed positive attitudes to the integration of digital literacy in the EFL learning and teaching process. They also showed that using digital tools makes them feel more motivated and engaged, and helps in enhancing their understanding of English and acquisition of language skills. More than half of the students also reported that teachers are incorporating digital tools in their lessons either frequently or sometimes even though only a minority is doing this on a regular basis. In addition to this, a good number of students (41.4%) said that teachers are rarely using digital tools. The results showed that teachers prefer multimedia resources and online platforms in their teaching; however, they encourage independent learning via technology only to some extent. Independent learning is heavily encouraged by digital literacy skills. It was also demonstrated that there are obstacles that seem to limit teachers' use of digital tools among which 'technical issues', 'lack of training', and 'limited time' are the most important ones; and students are also faced with some obstacles such as 'technical issues', lack of interaction with peers and teachers', and 'difficulty navigating the platforms'. In order to address the latter challenges and problems, a number of recommendations were suggested in the following.

Digital literacy acts as a fundamental goal that must be achieved in EFL learning contexts; therefore, teachers should include it in their classrooms. Al Seghayer (2020) states that utilizing digital tools effectively, evaluating online content, and synthesizing information are crucial elements in EFL contexts. Teachers should vary the digital devices they use in their teaching; thus, interactive tools, including digital games/ quizzes, multimedia tasks, forums and online platforms need be to be utilized to increase motivation and language exposure.

In addition, integrating digital literacy in EFL teaching requires a comprehensive understanding of the learners' styles and preferences. This was supported by Hamidah (2021) who highlights that the teacher should be aware of students' background knowledge since in class there are different abilities, knowledge, and motivation.

Professional development and digital literacy training become a necessity for effective EFL teaching practices. Teachers need to be proficient enough in digital tools and their use to provide constant guidance to students in their learning. According to Pratolo and Solikhati (2021), the teacher should understand that their role in learning with technology is a facilitator who assists students in navigating digital content and helps in bringing learning to correspond with educational objectives.

The incorporation of digital literacy into EFL instruction should be emphasised by all stakeholders involved in the field, including policymakers, curriculum designers, educators, and researchers; and digital competencies should be recommended as an essential component of educational goals. Palacios-Hidalgo and Huertas-Abril (2025) argue that curricula should be adapted to digital advancements, aligning with contemporary educational needs and equipping students for future challenges. Policymakers and teachers should collaborate in order to establish standards that direct digital literacy implementation across educational levels, considering access, inclusivity, and relevance (Sudirman, 2025).

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Appendix

Integrating Digital Literacy in the Algerian EFL Teaching and Learning Contexts: Student Perspectives and Potential Implications

Dear Students,

You are kindly asked to answer this questionnaire which is part of a research study. It investigates the effectiveness of the implementation of digital literacy into the Algerian EFL contexts. Please tick in the empty box or write in the space provided. Your answers remain anonymous; thank you for your time and consideration.

Section One : Background Information

1. Your age
.....
2. Your gender
 - a. Male ☐
 - b. Female ☐
3. Your level in English
 - a. Good ☐
 - b. Average ☐
 - c. Bad ☐
4. How many years have you been studying English?
.....

Section Two: The Implementation of Online Platforms, Interactive Learning Tools and Other Digital Resources in English Language Learning

5. How Comfortable do you feel using online platforms (e.g. Moodle, Google Meet, etc.)?
 - a. Very comfortable ☐
 - b. Somewhat comfortable ☐



- c. Neutral ☐
- d. Somewhat uncomfortable ☐
- e. Very uncomfortable ☐
6. Does the use of online platforms and interactive tools (e.g. games, quizzes, and other interactive activities) make you more motivated to learn English?
- a. Yes, more motivated ☐
- b. Yes, slightly motivated ☐
- c. No, the same ☐
- d. No less motivated ☐
7. How engaging do you find interactive learning tools (games, quizzes, etc.) for learning English?
- a. Very engaging ☐
- b. Engaging ☐
- c. Neutral ☐
- d. Not engaging at all ☐
8. Do you believe online learning tools (e.g. online platforms such as Moodle or Google Meet, interactive tools such as games and quizzes, and other digital resources) make learning English more fun and enjoyable?
- a. Yes, a lot of fun ☐
- b. Yes, somewhat fun ☐
- c. Neutral ☐
- d. No not much fun ☐
- e. No, not fun at all ☐
9. How often do you use online platforms or tools to practise English outside of class time?
- a. Always (daily or weekly) ☐
- b. Sometimes ☐
- c. Rarely ☐
- d. Never ☐
10. Do you agree that online learning platforms improve your understanding of English?
- a. Strongly agree ☐
- b. Agree ☐
- c. Neutral ☐
- d. Disagree ☐
- e. Strongly disagree ☐
11. Do you think using online learning tools is effective in enhancing your English language skills such as speaking, listening, reading, and writing?
- a. Very effective ☐
- b. Effective ☐
- c. Neutral ☐
- d. Not effective ☐
- e. Not effective at all ☐
12. Do you agree that interactive tools like games and quizzes help you retain what you have learned better than traditional methods?
- a. Strongly agree ☐
- b. Agree ☐
- c. Neutral ☐
- d. Disagree ☐
- e. Strongly disagree ☐
13. How would you compare your experience of learning English online versus a traditional classroom setting?



- a. Online is more effective ☐
- b. Both are effective ☐
- c. Neutral ☐
- d. Traditional learning is more effective ☐
14. Would you prefer more face-to-face lessons or more online learning activities for English?
- a. I prefer face-to-face ☐
- b. A balanced mix of both ☐
- c. I prefer online activities ☐
15. Which online learning tools do you find most helpful in improving your English skills? (you can choose more than one)
- a. Vocabulary applications ☐
- b. Grammar tools ☐
- c. Listening exercises ☐
- d. Speaking practice apps ☐
16. What challenges do you face when using online platforms for learning English? (you can choose more than one)
- a. Lack of motivation ☐
- b. Technical issues (e.g. internet connectivity) ☐
- c. Difficulty navigating the platform ☐
- d. Lack of personalised feedback ☐
- e. Limited of interaction with peers and teachers ☐
- f. Others ☐
17. If you select 'others', mention other challenges here
-
18. Would you be open to taking an entirely online English course in the future?
- a. Yes, definitely ☐
- b. May be, depending on the course ☐
- c. No, I prefer face-to-face classes ☐
19. If your answer is 'yes' or 'maybe', say why?
-
-

Section Three: The Contribution of Digital Teaching Practices to Students' Digital Competence

20. How frequently do your English teachers use digital tools (e.g. videos, apps, online quizzes) in class?
- a. Frequently ☐
- b. Occasionally ☐
- c. Rarely ☐
- d. Never ☐
21. Which digital tools are most commonly used by your English teachers? (you can select more than one).
- a. Learning platforms (Moodle, Google Meet, etc.) ☐
- b. Multimedia (videos or podcasts) ☐
- c. Online quizzes/ games ☐
- d. Collaborative tools (forums) ☐
- e. Others ☐
22. Please specify other digital tools here if you selected 'others'
-
23. To what extent English teachers encourage independent learning using online resources?
- a. To a great extent ☐
- b. To some extent ☐



- c. A little ☐
- d. Not at all ☐
24. Do you agree that teachers' use of digital tools encourage your motivation to learn English?
- a. Strongly agree ☐
- b. Agree ☐
- c. Neutral ☐
- d. Disagree ☐
- e. Strongly disagree ☐
25. From your observations in English classes, what challenges seem to affect teachers' use of digital tools in English classes?
- a. Students' low digital skills ☐
- b. Technical issues ☐
- c. Lack of training ☐
- d. Limited time ☐
- e. Others ☐
26. If you selected 'others', mention other challenges faced by teachers here.

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27. What kind of support or improvements would help you develop digital competence in learning English?

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