

Digital Pedagogy and Tools in Enhancing English Language Teaching in Nigerian Tertiary Institutions

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Abstract

Digital literacy constitutes the basis for citizenship to be effective and efficient in the 21st century in professional lives. The set of skills and competences integrating digital literacy are expected to be guaranteed in higher education. The impact of digital devices and the internet has generated various changes at social, political and economic levels, the repercussion of which is a great challenge characterized by the changing and globalized nature of today's society. This demands the development of new skills and new learning models about information and communication technologies. Tertiary Institutions must respond to these social demands in the training of their future professionals. Learning English with the help of digital tools is a new initiation in the process of learning and teaching English. Digital tools are gaining more importance in the present day. It is being used with mammoth interest by modern-day instructors and learners. Consequently, this paper investigates digital tools prospects as powerful tools for teaching English language in tertiary institutions.

Keywords: Impact, Digital pedagogy, Digital Tools, English Language, Teaching, Learning

Introduction

This paper explores the impact of digital pedagogy and tools in enhancing English language teaching in Nigerian tertiary institutions. It is hinged on the fact that the concept of digital literacy (DL) was first introduced by Zur Kowski in 1974, who defined it as the ability to identify, locate, and analyze information. Despite its early origins, the interpretations of DL have evolved (Lim and Newby, 2021). Notably, Gilster (1997) expanded on the concept, emphasizing its connection to skills such as accessing, evaluating, and managing information within learning processes.

Digital literacy today is often understood as a comprehensive set of skills integral to navigating and utilizing information effectively in educational contexts. Digital learning encompasses the technical-procedural, cognitive, and socio-emotional skills required to thrive in a digital society (Eshet-Alkali, 2012; European Commission, 2018). It enhances foundational competencies such as reading, writing, and calculation with the effective use of technology across personal, social, and professional domains. Moreover, digital learning is deeply intertwined with the social and educational demands of contemporary society (Larraz, 2013; Brata et al., 2022). This multifaceted concept includes several dimensions, such as technological, informational, and multimedia aspects, reflecting its broad and integrative nature. It involves a complete process and multiple literacies (Gisert and Esteva, 2011; Lazaro, 2015; Valverde et al, 2022). It requires mastery of specific competencies related to identifying learning needs, accessing information in digital environments, using ICT tools to manage information, interpreting and representing information, and transmitting that information effectively (Corello and Lei, 2010; Walsh et al., 2020).

In Nigeria and other developing countries, a significant part of the population, including the elitist class, teachers and students lack digital skills, competence and access to digital technologies. Where digital technologies are available, usually in part, they are not fully embraced and explored to maximum advantage for various reasons. This unwholesome trend should no longer be tolerated as a digitally illiterate workforce, educators and learners have little place in government ministries, departments and agencies (MDAs). In Nigerian institutions of higher learning which is the focus of this paper, there seems to be a yawning digital literacy divide that needs to be filled. Many colleges of education, polytechnics and universities may have provided internet connectivity, Information and Communication Technology (ICT) equipment and tools such as computer sets and related devices, but it does not seem that digital teaching and learning have been prioritized in relevant and creative ways to make learning truly profitable and enjoyable.

In recent years, society has experienced profound transformations driven by the digitalization of numerous spheres, including information, communication, knowledge acquisition, social interactions, and leisure. These changes have significantly altered our habits and the ways we access, manage and transform information (European Union, 2013; Cantabrana & Cervera, 2015; Allen et al., 2020; Lopez-Meneses et al., 2020).

These advancements have significantly impacted the field of education, necessitating a reevaluation of two critical aspects. Firstly, it is essential to consider what kind of students are being prepared in terms of the skills required to thrive in today's digital society. Secondly, attention must be given to whether future educators are being equipped to teach a generation that regards information and communication technologies as integral to their personal and social development. Ultimately, digital communication has profoundly transformed knowledge development practices in the twenty-first century (European Commission, 2012; Perez & Nagata, 2019).

The European Commission (2013) emphasizes that initial teacher training must prioritize the integration of digital literacy, focusing on the pedagogical use of digital tools. This approach aims to empower teachers to utilize these tools effectively, appropriately, and contextually. Teaching competence in this area should adopt a holistic, contextualized, performance-driven, and development-oriented perspective. Ultimately, it involves incorporating and leveraging ICT as a valuable didactic resource (Choro & Wing, 2020; Voda et al., 2022).

We now live in a technology-driven world where skills and competence in digital technology for personal interactions and educational purposes are of the utmost significance. Digital literacy has been effectively applied to education for decades now. The teaching and learning of language skills - listening, reading and writing – in L₂ or foreign language contexts can be effectively digitalized in modern classroom teaching using multimedia (especially CD and DVD), digital workshops, podcast applications and other websites. The current curricula for language teaching in Nigerian higher institutions favour a traditional approach which consists of lecturers with handouts and the use of the chalkboard. Lectures can be more innovative and adventurous as they take advantage of the digital technologies stated above. Language laboratories and slides are additional equipment and devices to reinforce learning which is needed in L₂ context. ICT has been effectively infused into the teaching and learning of basic language skills in European and much of Asia (Ofodu & Oyinloye, 2014; Mustofa & Lestari, 2023) and Nigerian higher institutions have responded to the challenge.

Higher education institutions are undergoing a significant transformation, shifting from traditional teacher-centred models to active learning approaches driven by digital technologies. This

evolution has paved the way for a new era of education where the integration of digital devices is fundamental and intrinsic (Area, 2018; Aars, 2019).

As digital resources and devices become an inescapable part of contemporary and future teaching practices, digital competency training for future educators gains critical importance. Teachers must develop these skills during their initial training to effectively integrate them into their professional practices. The digital competencies acquired at this stage are strong predictors of how technologies will be utilized in future teaching (Nikou & Aavakare, 2021). This ranges from foundational digital literacy to the seamless integration of technology into everyday educational activities (Alanoglu et al., 2022).

Currently, literacy workshops for future professionals are being conducted through various formats, ranging from short, customized training sessions to more comprehensive semester-long courses in undergraduate and postgraduate programs. These workshops focus on specific aspects of digital literacy; however, there is a noticeable gap in providing comprehensive digital training (Vinokurova et al., 2021).

Digital Literacy in English Language Teaching

Nowadays with the improvement of technology, teachers are supposed to integrate technology into the classroom. In the 21st century, technology has become part of what constitutes the world we live in. Its influence has permeated every aspect of life, including the field of English Language teaching. This classroom actively involves students in the teaching and learning process through the use of media facilitated by technology. It is also believed that the use of technology in the language classroom can be integrated for English as Foreign Language (EFL) teaching and learning.

The integration of technology in language learning enhances the teaching and learning process, allowing teachers to design more effective lessons with the help of digital tools. For students, the opportunity to leverage technology can significantly improve their learning experiences; students must be able to understand and navigate these devices effectively. The more digital literacy skills they possess, the better chance for them to utilize technology for their education; Yet, not all students may have the same level of proficiency with these tools. This raises the question of how

students can effectively operate and engage with technology. In an academic context, particularly in English Language teaching and learning, digital literacy is considered a crucial factor in supporting and enhancing students' learning. As Harris (2015) proposed that digital literacy involves the way and how they participate in community life and gaining additional education and training, it is possible to include digital literacy as an important skill in the classroom to increase students learning process.

Recent research highlights the importance of enhancing student digital literacy to help learners better engage with media and technology for their educational needs. Benson and Chik (2010) argued that technological advancements have reshaped the way learning and literacy is understood in the 21st Century. Little wonder Sehmar Dobler (2003) had earlier emphasized the need for educators to adapt and integrate curricula into the new digital context. This view is supported by Kress (2003) and Luzon (2002), who asserted that teachers must utilize available digital tools to ensure that education meets the demands of contemporary society.

Technology has a significant impact on literacy abilities both within and outside the school setting. When discussing digital literacy, the use of technology is an essential component. Grimshaw, Dungworth, and McKnight (2007) found that technology usage can influence students' reading and comprehension skills, emphasizing the importance of digital literacy. However, it is also crucial that the teaching materials and methods engage students, as not all students are interested in technology. Digital literacy extends beyond the mere ability to use technology; it also involves the capacity to find, evaluate, and share information. Hague & Payton (2010) defined digital literacy as the ability to access, share, create, collaborate, and communicate effectively using digital media.

As English language learners build foundational digital literacy skills, they unlock countless opportunities to enhance their language learning beyond the confines of the classroom. With digital literacy, learners can engage in online platforms, allowing them to create and communicate with others, fostering an environment of continuous English language learning.

Digital literacy can be integrated into the four language skills: speaking, listening, reading, and writing. In a speaking classroom, digital tools can be used to enhance lesson objectives by encouraging students to create recorded audio files that are uploaded online, allowing peers to listen to and download them. This multimedia approach can be highly motivating for students. For

listening classes, students could be tasked with assignments such as listening to podcasts or YouTube videos. To meet the diverse needs, interests, and abilities of students, teachers should differentiate instruction to ensure engagement and effectiveness.

In reading skills, using digital texts or online materials can be particularly beneficial. Incorporating images, hyperlinks to word meanings, videos, and audio recordings of word pronunciations can significantly enhance the learning process. These elements do not only support comprehension but also promote vocabulary learning as students interact with various forms of information. Additionally, reading strategies that are effective in print-based environments should be adapted for digital contexts.

Writing skills also benefit from digital tools, which can offer students opportunities to write for authentic audiences. Such writing activities might include creating blogs, digital stories, or contributing to wikis, all of which encourage students to engage with the writing process and improve their language skills. These digital platforms not only enhance vocabulary and grammar learning but also provide students with opportunities to become authors and communicate both inside and outside the classroom. Thorne (2009) highlights that writing for external audiences can help students build identities and foster a sense of community with others who share similar interests, potentially leading to the creation of new, collaborative communities.

As digital technology becomes an integral part of English language learning, it is essential for students to be comfortable using these tools in the classroom. Digital literacy is crucial for effective learning, as it defines how individuals interact with technology. To develop digital literacy within educational programs, it is important to identify and integrate tools that align with the course content and learning objectives. Ultimately, the use of technology in the classroom should support the goals of learning while considering the complexity of the learning process. Designing learning environments that are compatible with these goals ensures that technology is used in meaningful ways to enhance students' language acquisition and overall learning experiences.

Current Status of Teaching English

The 21st century presents citizens with a dynamic blend of opportunities, challenges, and possibilities brought about by the pervasive influence of technology across all aspects of life. In

this transformative era, educational institutions can no longer function as simple arenas for transferring predefined information from teacher to student within a set timeframe. Instead, they must cultivate a culture of "learning to learn," equipping individuals with the knowledge and skills needed for lifelong learning. Consequently, teachers bear the critical responsibility of evolving to meet the ever-changing demands of the modern age.

In today's world, mastering the English language is a vital necessity, achievable through a seamless integration of traditional teaching methods and modern e-learning technologies. The advent of e-learning has revolutionized conventional education paradigms, offering a variety of innovative tools and systems. When employed by skilled and creative educators, these tools can transform teaching, making learning more engaging and meaningful for students. E-learning technologies are heralded as catalysts for educational innovation, driving significant advancements in blending digital tools with English language learning and paving the way for meaningful reform in the education sector.

Use of E-Learning Tools in Teaching English

E-learning, which integrates formalized learning with electronic resources, has transformed the educational landscape. While teaching can occur both inside and outside the classroom, computers and the internet are the primary components of this system. E-learning can be defined as a network-enabled transfer of skills and knowledge, enabling the delivery of education to a large audience at the same time or asynchronously.

Initially, there was resistance to this system due to concerns about the lack of the human element essential for learning. However, technological advancements and improvements in learning systems have led to widespread acceptance of E-learning. The introduction of computers played a pivotal role in this revolution, and with the advent of smartphones, tablets, and other portable devices, these technologies have become integral tools in the classroom.

In today's educational landscape, electronic resources like optical discs and pen drives are steadily taking the place of traditional textbooks. Moreover, the internet offers a 24/7, global platform for sharing knowledge, making it easier for students and educators to access learning materials from

anywhere, at any time. This shift not only enhances the accessibility of education but also provides a more flexible and dynamic learning environment.

Internet

The internet has become an indispensable tool in both daily and professional life, revolutionizing how we access and exchange information. In education, it serves as a critical resource for gathering information, conducting research, and expanding knowledge on a variety of subjects. For teaching and learning, the internet has proven to be especially effective, offering diverse methods to enhance the educational experience.

Teachers can utilize the internet as a teaching tool by posting learning materials such as notes, videos, and links on school websites or online forums, allowing students easy access to resources beyond traditional textbooks. This shift makes learning more dynamic and engaging, with the inclusion of multimedia elements like animations, PowerPoint slides, and images, which help capture students' attention and foster a more interactive learning environment.

The use of the Internet in education not only provides access to a wealth of resources but also encourages a more collaborative and flexible approach to learning, where students can engage with content at their own pace and from any location with Internet access. This transformation has made the learning process more accessible, engaging, and tailored to the needs of diverse learners.

YouTube

YouTube has become an invaluable resource in language classrooms, offering numerous advantages for enhancing various aspects of English language learning. By providing authentic examples of real-life English used by native speakers, YouTube allows students to hear and see how the language is used in everyday contexts, which is often more engaging and relatable than textbook examples. For listening and speaking skills, teachers can select videos featuring conversations, interviews, podcasts, or dialogue-driven content that help students improve their comprehension and pronunciation. By mimicking the accents and intonation they hear in the videos, students can also develop their voice modulation and speaking fluency.

In terms of reading and writing, YouTube videos can serve as a springboard for exercises where students summarize or respond to the content they've watched. Teachers can ask students to take

notes or create written summaries, helping to enhance their writing skills while reinforcing vocabulary acquisition. Teachers can use YouTube videos to introduce students to various accents, dialects, and cultural contexts, further enhancing their understanding of the nuances of the English language. The interactive nature of YouTube allows for repeated viewing, giving students the flexibility to pause, rewind, and replay parts of the video to reinforce learning.

Skype

Skype is a powerful tool that offers many opportunities for teachers and students to collaborate across geographical boundaries. By connecting students with peers from different countries, Skype provides a platform for authentic language practice, where students can engage in real-time conversations, enhancing their speaking and listening skills in a natural and interactive environment.

For foreign language students, this virtual interaction allows them to practice the language with native or fluent speakers, improving their fluency, pronunciation, and cultural understanding. Through Skype, students can participate in language exchange programs, interact with other language learners, and even collaborate on projects in a real-world context, such as presenting research or performing presentations for international audiences.

Teachers can leverage Skype for a variety of purposes, including mentoring students, offering personalized homework help, or conducting virtual office hours. This allows students to receive support outside of regular classroom hours, ensuring they remain engaged and motivated.

Additionally, Skype enables teachers to connect with other educators globally for collaborative professional development, sharing resources, teaching strategies, or even co-teaching virtual lessons. This kind of collaboration helps to broaden teachers' perspectives, enhance their teaching practices, and create a more dynamic learning experience for students.

Overall, Skype fosters a connected learning environment that transcends the limitations of physical classrooms, helping to create a more global and inclusive educational experience.

Twitter

Twitter, a technological marvel, serves as a powerful social networking platform that can significantly enhance students' English proficiency. As an online educational tool, its potential to engage students in learning is boundless. Teachers can incorporate a variety of activities using this digital resource to actively involve students in classroom interactions, fostering a deeper understanding of concepts and enriching their learning experience.

Smart-boards

Interactive whiteboards, such as SMART boards, have become excellent alternatives to traditional whiteboards and flipcharts, offering the ability to display everything available on a computer's desktop, including educational software and websites. These tools empower teachers to adopt a student-centred approach in language arts instruction. By leveraging SMART boards, educators can enhance reading comprehension, grammar, and writing lessons. The interactive capabilities allow teachers to seamlessly integrate video, audio, web browsing, and word processing, creating an engaging and dynamic learning environment for students.

Mobile Phones

Mobile phones serve as versatile learning tools with a wide range of applications. They enable online classes to be conducted anytime and anywhere, offering unmatched flexibility. Their portability and ease of use make them an accessible and convenient resource for both teachers and students.

Podcasting

A podcast is a series of digital media files that are distributed online via a syndication feed, enabling playback on portable devices and computers. Using podcasts in the classroom is straightforward and effective. Today, students regularly listen to news clips, music, and videos online, so teachers can tap into this medium to engage them in new ways. By incorporating podcasts, educators can assign specific news channels, helping students not only stay informed but also learn to analyze information and understand how emphasis and tone shape communication.

Blog

Blogging has gained significant popularity in education as an effective way to share information and foster discussion. Many educators are turning to blogs, rather than traditional textbooks, to engage students and introduce them to different forms of social media. Setting up a course blog is simple, with free platforms like BlogSpot, WordPress, or Tumblr making it easy to get started.

Today, blogs can feature photos, audio, and even videos, enhancing the learning experience. Teachers should encourage students to visit the blog regularly and respond promptly to their posts with thoughtful comments. Asking questions about students' writing can stimulate further engagement and improve writing skills. Blogging could also be incorporated into class assessments, with students encouraged to post their homework on the blog, promoting a more interactive and collaborative approach to learning.

Teaching Methods

A teaching method is a set of principles and methods used by teachers to enable student learning. Teaching strategies are influenced by several factors, including the subject matter, the learners' expertise, and any constraints present. To be effective and appropriate, a teaching method must consider the learner, the nature of the content, and the desired learning outcomes.

Teaching approaches can be broadly divided into teacher-centred and student-centred methods. In practice, teachers often blend these approaches, adjusting their style based on learners' prior knowledge, expertise, and specific learning objectives.

In the teacher-centered approach, the teacher is the central authority figure, and students are seen as passive recipients of knowledge. The goal is for students to absorb information through lectures and direct instruction, with their learning measured by standardized tests. Teaching and assessment are generally separate in this model, with assessments typically focusing on objective scoring.

In contrast, the student-centred approach involves both the teacher and the students actively participating in the learning process. Often referred to as an authoritative approach, the teacher's role shifts to that of a coach or facilitator, guiding students' understanding of the material. In this model, learning is assessed through a combination of formal and informal methods, such as group

projects, portfolios, and class participation. Teaching and assessment are integrated, with continuous evaluation of student learning throughout the instructional process.

Digital Pedagogy in the English Language

Digital pedagogy refers to the study and application of contemporary digital technologies in teaching and learning across various environments online, hybrid, and in-person. Its origins can be traced back to distance learning in the early 20th century, especially through the use of correspondence courses. Understanding digital pedagogy requires a strong foundation in traditional pedagogy since it builds upon existing educational principles but adapts them to the digital space. Moreover, it requires a solid understanding of technological tools and their potential to enhance educational practices, as only specific aspects of digital technology in education have demonstrated genuine pedagogical value.

A commonly accepted definition of digital pedagogy is provided by JISC (2020/2021), which defines it as the study of how digital technologies can be used most effectively in teaching and learning. In simpler terms, it's about understanding how to teach using digital tools, while also critically assessing when to use or avoid these tools. Digital pedagogy extends beyond just the use of technology; it emphasizes thoughtful application, considering how digital tools affect learning, teaching methods, content, and assessments.

This field of pedagogy focuses on the design, implementation, and evaluation of educational experiences that incorporate significant digital components, such as virtual and mixed learning environments, learning management systems, digital tools for teaching, and the digital competencies of educators. It also encompasses educational policies and programs that support the integration of technology in education.

Today's students, often described as "digitally expectant," are immersed in technology outside of school, using tools like instant messaging, social media, smartphones, and digital entertainment. These technologies seamlessly blend into their daily lives, creating an expectation that their educational experiences will also be enriched with digital tools. However, despite their fluency in technology outside school, many students may be less adept at navigating digital technologies in

the educational context. Therefore, educators must continuously refine their teaching methods to meet the evolving expectations of these digitally native students.

The characteristics and behaviours of today's students are markedly different from those of their teachers. Teachers, often described as "digital immigrants" (Prensky, 2001), range from those who have made efforts to incorporate information and communication technology (ICT) into their teaching to those who have not embraced its use at all. Most teachers are self-taught or have learned from peers, with their technology skills typically limited to the tools they use in their personal and professional lives. While many educators use technology daily, the tools they rely on may not be as up-to-date as those their students are accustomed to, nor may they align with the evolving needs of teaching.

Effective digital pedagogy is not solely determined by technological proficiency. Instead, it is rooted in the attitude and aptitude towards using digital technologies in the classroom. It's about the willingness to integrate these tools effectively and understanding the purpose behind their use. Moreover, it's important to consider not only the expectations of students but also those of parents, employers, and the wider community. There is an increasing demand for the education system to produce technologically fluent students—individuals who can navigate a range of digital technologies and possess the knowledge and skills necessary to adapt to emerging technologies.

Digital Teaching Methods in English Language

1. Video conferencing: - this is a real-time online meeting where participants communicate using audio and video over the internet, it is a way to stimulate a face-to-face conversation, and also wing participants to see each other's expressions and hear what they are saying.
2. Flipped classroom: - this is a teaching method that reverses the traditional classroom model by having students learn content before class and then apply it during class. The goal is to increase student engagement and learning by using class time for active learning techniques such as discussion, problem-solving and group work.

3. Mobile learning: -this method allows students to access learning materials and encourage academic activities using portable devices like smartphones, tablets and laptops
4. Online group discussion: - this is a platform such as Google, Yahoo, or Facebook, where participants can post topics, share information and engage in conversation related to specific subjects or interests.
5. Interactive simulations: - this is a virtual environment that mimics a real-life system and allows users to interact with it, they can be used to create an experimental learning experience that helps users develop their understanding of a topic.
6. Gamification: - this is a process of adding game-like elements to non-game environments to motivate and engage users, the goal is to create an environment that's enjoyable and challenging and to encourage students to participate, learn and solve problems.
7. Virtual field trip: - this is a structured online learning experience that takes students on a guided exploration of the web. These trips are made up of a collection of pre-screened web pages that are organized around a theme. Virtual field trips offer significant benefits for students who face challenges with mobility or travel. These digital experiences allow students to explore new locations and engage with educational content from anywhere, without the need to physically visit the destination. This makes learning more accessible and inclusive, providing all students with opportunities to experience and learn about places they may otherwise not be able to visit.
8. Micro-learning: - This refers to a series of compact e-learning modules designed to minimize learner fatigue. These modules, which can be educational, professional, or skill-based, are typically short usually under 20 minutes and focus on a single learning objective or topic. Their concise format helps maintain engagement and enhances retention, making them ideal for learners seeking efficient, focused learning experiences.

Benefits Of Using Digital Tools in The Teaching and Learning of English Language in Nigerian Tertiary Institutions

Digital tools are very useful for learning English. Students can learn English more effectively with the support of internet facilities. The internet provides up-to-date and easily accessible data, storing vast amounts of information that can be quickly retrieved. Its immense collection of hyperlinked content is particularly valuable for self-directed learners. The Internet also opens up a wealth of learning opportunities for both teachers and students. According to Peterson (2000), an internet-based learning environment can serve as an effective instructional tool, while Ryder and Graves (1997) highlight that the internet is a dynamic medium offering teachers and students immediate access to a variety of tools and resources.

For English teachers, digital tools have become essential sources of teaching materials. The internet offers a wide array of learning techniques and audio/video resources that can enhance teaching. Teachers use it to gather materials and plan lessons. Many language educators have embraced the internet, especially with the advent of new ICT, which enables diverse learning methods and multimedia resources (Son, 2007). Through online resources, language teachers can tailor their classes to be more individualized or personalized, promoting self-empowerment in students' learning (Warschauer, Turbee & Roberts, 1996).

Digital tools have revolutionized education, improving teaching processes and fostering a student-centred learning environment that strengthens critical thinking and problem-solving skills. Creative language teachers use this powerful medium to enhance language exposure and communication, both within and outside the classroom. English teachers worldwide can now collaborate, exchange ideas, and share resources via the Internet, making the learning experience more dynamic. Teachers can not only find resources for their classes but also contribute their materials, knowledge, and ideas to benefit others (Warschauer, Shetzer & Meloni, 2000).

Digital tools have significantly transformed the teaching and learning of the English language, offering numerous benefits and opportunities for both educators and learners. Here are some key ways in which digital tools are relevant to the teaching and learning of English:

- 1. Access to Resources:** The various digital tools access to a wealth of resources for teaching and learning English, including educational websites, online courses, digital textbooks, multimedia materials, and language learning apps. Learners can access a wide range of authentic and up-to-date materials to enhance their language skills, such as articles, videos, podcasts, and interactive exercises.
- 2. Interactive Learning Tools:** Various interactive learning tools and platforms on the Internet offer engaging and immersive experiences for language learners. These include language learning apps, online quizzes, grammar checkers, pronunciation guides, virtual language labs, and collaborative learning platforms. These tools can cater to different learning styles and preferences, making language learning more accessible and enjoyable.
- 3. Communication and Collaboration:** Digital tools facilitate communication and collaboration among English language learners and educators from around the world. Learners can connect with native speakers, language exchange partners, and fellow learners through social media, online forums, language exchange websites, and virtual language exchange platforms. This enables them to practice their language skills in authentic contexts, receive feedback, and engage in meaningful interactions with others.
- 4. Authentic Language Use:** Digital tools offer opportunities for exposure to authentic language use in various contexts, such as social media, blogs, forums, news websites, and online communities. Learners can engage with authentic texts, videos, and audio recordings to develop their language proficiency and cultural awareness. They can also explore different varieties of English and learn about cultural nuances and expressions used by native speakers.
- 5. Self-directed Learning:** Digital tools empower learners to take control of their learning process and pursue self-directed learning goals. Learners can access online resources, tutorials, language learning platforms, and digital libraries, allowing them to study at their own pace, explore topics of interest, and customize their learning experience to meet their unique needs and preferences.

6. **Global Perspectives:** Through the various Digital tools English language learners can gain exposure to diverse perspectives, cultures, and voices from around the world. They can engage with authentic materials from different English-speaking countries, learn about global AI issues, and develop intercultural competence and empathy.
7. **Professional Development for Educators:** Digital tools offer professional development opportunities for English language educators through online courses, webinars, conferences, forums, and social networks. Educators can access resources, exchange ideas, collaborate with colleagues, and stay updated on best practices and innovative approaches to language teaching.

Conclusion

Overall, Digital tools play a crucial role in enhancing the teaching and learning of the English language by providing access to resources, interactive learning tools, communication opportunities, authentic language use, self-directed learning opportunities, global perspectives, and professional development for educators.

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