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A Case Study of Millennial English Teachers' Awareness of Digital Media in EFL Classrooms

Nia Kurniawati[1], Ilza Mayuni[1], Ninuk Lustyantie[1]

[1]Applied Linguistics, Doctoral Program, Universitas Negeri Jakarta, 13220, Indonesia

Correspondence: Nia Kurniawati, Applied Linguistics, Doctoral Program, Universitas Negeri Jakarta, Jakarta, 13220, Indonesia.

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Abstract

Digital literacy embodies the competence in effectively employing technology for information retrieval, appraisal, creation, and transmission. This case study not only explores the digital literacy of millennial English teachers but uniquely unveils the seamless integration of a diverse array of digital media into their EFL classrooms. The questionnaire served as a means to gauge the extent of the millennial English teachers understood the notion of digital literacy. Meanwhile, to understand how they use digital technology resources in their instructional design and pedagogical strategies, this study deployed observation, interview, and document analysis. Ten English teachers from Cianjur who belong to the millennial generation enlisted in the study. The findings underscored that the participants adeptly utilized an array of digital technology tools in their day-to-day professional undertakings. They have demonstrated proficiency with digital teaching tools and have seamlessly integrated them into their EFL classroom. Nonetheless, there is a discernible need for further support in advancing their digital literacy skills, and further, collaborative environment to explore innovative pedagogical approaches. Also, a sufficient amount of time for professional development is necessary, as are policies that promote the effective use of mobile devices in the classroom. Furthermore, it is imperative to stimulate the teachers' experimentation with emerging technologies and elevate their digital literacy levels. Therefore, it is advised that government and policymakers proffer substantial, reliable, and easily accessible technical support tailored to the needs of millennial English teachers to continue their digital literacy growth.

Keywords: digital literacy, millennial English teachers, EFL setting

1. Introduction

Given the proliferation of highly advanced digital technologies in the 4.0 industrial revolution, teachers are urged to possess a high degree of digital literacy. As a result, not only is reading, writing, and numeral literacy necessary, but also digital literacy. In a nutshell, the ability to adeptly and effectively employ the technology and digital resources across various context, including academic settings, is termed as digital literacy.

The terms of "digital literacy" and "digital competence" have gained prominence, particularly within policy-related documents and dialogues. These documents and discussions concerned about the essential skills and knowledge required within knowledge-based society, and strategies for imparting these proficiencies to the younger generation (Ilomäki et al., 2016). These terms are interchangeable although they have different roots and meanings (Iordache, Mariën & Baelden, 2017). They are also occasionally complementary, as exemplified by the EU framework of core competencies for all citizens (Zalite & Zvirbule, 2020). Rayendra et al. (2022) further explained that digital competence, as one of the eight core competencies within EU framework, encompasses the assured and discerning utilization of Information Society Technology (IST) for employment, recreation, and communication. It is underpinned by fundamental ICT skills, such as the utilization of computers for the retrieval, evaluation, storage, production, presentation, and information exchange, as well as for interaction and engagement in cooperative networks through the internet.

Digital literacy notion becomes more important in this instance. In response to the swift proliferation of digital technologies, several ideas have emerged to facilitate adaptation to the digital society. Among of these ideas, digital literacy stands out prominently. Ribble (2011) sees digital literacy as a fundamental cornerstone of digital citizenship. It is characterized by the capacity to efficiently acquire knowledge through digital technologies, critically assess the

veracity of information, and proficiently generate information via these digital tools. Per the insight of Cubukcu and Bayzan (2016), comprehensive technological proficiency entails a multifaceted skillset. Educators, as technology users, have to encompas the adeptness to access relevant information within the digital landscape, generate accurate information, exhibit discernment in distinguishing credible sources, and apply technology effectively within the pedagogical process.

Digital literacy is claimed to support digital competence. To this point, digital literacy is a critical notion that is one of the 21 competencies within five categories that make up the Digital Competence Framework that the European Commission proclaimed in 2013. Economic growth and competitiveness are frequently stressed in policy documents (Dmitrenko, 2017). Likewise, within our globally interconnected milieu, it is imperative to acknowledge that cohesive society and sustainable growth hinge significantly on general understanding, abilities, attitudes, and ideals of our citizenry (OEDC, 2001).

The entire range of skills and conducts individuals ought to exhibit in digital realms is covered in digital literacy. It requires the ability to acquire, generate, and disseminate pertinent information alongside to the skillful integration of technology into the pedagogical practices (Cubukcu & Bayzan, 2016). Digital literacy is portrayed as the capacity to effectively discover, evaluate, harness, cultivate, and employ information within digital media, communication technologies, or networked contexts. Digital literacy, according to Khan et al. (2022), enhances academic performance as well as employability. In reference to Udeogalanya's (2022) prior research, once dealing with systemic disruptions, educational institutions must take proactive stance rather than a reactive one. By equipping students with the resources they need to succeed academically and technically, this proactive approach aims at qualifying them for the needs of current labor markets. It is also critical to bear in mind that students are unable to become computer literate in isolation. It is contingent upon the guidance of academic members who possess computer literacy. Consequently, students' digital literacy, teachers', as well as academicians' computer competencies are inherently connected (Nawaz & Kundi, 2010). To operate digital devices such as a computer, smartphone, or tablet, as well as communicate with digital apps, basic digital competencies are now essential. Fundamental digital competencies entail having the requisite linguistic and reading proficiencies necessary to perform tasks in the digital domain, among them composing an email or making an online purchase.

Promoting digital literacy in the educational practices requires educators' active involvement. To put it another way, a teacher's use of technology in the classroom affects how well teachers, students, and the pedagogical process as a whole. Consequently, a deficiency in teacher competence poses a substantial impediment to the effective implementation of technological tools within pedagogical practices (Young, McLeod, & Brady, 2018). Moreover, the student's lack of digital literacy had an impact on a variety of areas, including technical issues, critical thinking, and comprehension. To this point, Kurniawati, Maolida, and Anjaniputra (2018) posed that English teachers are compelled to enhanced their digital literacy in order to comply with contemporary requisites of professionalism in English teaching during the digital age. English teachers in our country feature a diverse array of generational backgrounds. They represent baby boomers, digital immigrants, and a smaller contingent of millennials. Each comes up with their unique traits. Paradoxically, these teachers engage with the same generational cohort of students in their classrooms: Generation Z. This mismatch is especially challenging when certain teachers struggle to meet the demands of students who were raised in technologically advanced milieu and accustomed to its pervasive presence (Takavarasha & Cilliers, 2018).

Given the study's background, the research questions in this study focus on the extent of millennial English teachers in Cianjur in demonstrating digital literacy and how they integrate it into pedagogical strategies and instructional design in the EFL classroom. To explore these inquiries, next section will delve into three interconnected sub-topics that explore the aspects of digital literacy within the context of EFL learning. These subtopics include the examination of digital literacy integration in EFL classrooms and the generation gap related to technology use.

2. Literature Review

2.1 Digital Literacy: Definitions, Frameworks, and Implications

Martin (2008) indicates that digital literacy drives digital competence. The European Commission unveiled a 21-competence Digital Competence Framework in 2013 organized around five distinct domains, prominently featuring the digital literacy notion (Ferrari, 2013). Moreover, this emphasis on digital skill cultivation for economic growth and enhanced competitiveness is consistently underscored in the policy documents (Dmitrenko, 2017). Likewise, within our globally interconnected milieu, it is imperative to acknowledge that cohesive society and sustainable growth hinge significantly on general understanding, abilities, attitudes, and ideals of our citizenry (OEDC, 2001). Added to that, UNESCO released a policy statement outlining ICT competence benchmark for teachers. The statement placed a strong emphasis on teacher training and digital literacy, albeit without a precise definition of these concepts (Alexander & Galina, 2020).

The entire range of skills and conducts individuals ought to exhibit in digital realms is covered in digital literacy. It requires the ability to acquire, generate, and disseminate pertinent information alongside to the skillful integration of technology into the pedagogical practices (Cubukcu & Bayzan, 2016). On top of that, assembling data, striving for comprehension, conducting analysis, creating content, and ultimately disseminating knowledge through technology tools are all taken into account in the digital literacy. The prevalence of computers, interactive whiteboards, smart boards, and other information technologies in the classroom has made it necessary for students to be conversant with and competent to make use of these resources.

Digital literacy is characterized by Hague and Payton (2010) as a multifaceted combination of competencies, knowledge, and insights that facilitate thoughtful, innovative, discerning, and secure interaction with digital technology. Henceforth, digital literacy encompasses the capacities for creative thinking, critical analysis of acquired information, recognition of socio-cultural and historical implications, content creation in digital formats, collaborative engagement, adaptability to emerging technologies, secure and informed content access, as well as effective communication through various media.

People who are proficient in digital literacy ought to be able to meticulously and effectively go through the phases of research, synthesis, evaluation, and the production of novel digital artifacts. Proficiency in communication, knowledge of digital security protocols, inventive use of digital resources, and a good understanding of society's context are all necessary components of digital literacy. Mega et al. (2022) argue that an individual who is digitally literate employs respectful and appropriate language to prevent misunderstandings, safeguard personal information, upholds security and privacy, and recognizes potential threats, knowing how to address and report them. Savage and Barnett (2015) emphasize that digital literacy requires dual roles as both a consumer and digital content creator, demanding the requisite skills, knowledge, comprehension, values, and attitudes for each facet.

2.2 Digital Literacy in EFL Classroom

The growth of digital literacy is inextricably linked to students' inclination to embrace ICT as well as other ICT-related demographic factors (Jan, 2018). In response to this, Hassan and Mirza (2021) assume that having a strong understanding of ICT is essential for teachers to embrace and successfully apply alternative pedagogical approaches, notably e-learning and mobile learning, especially in light of the ongoing global pandemic caused by the Covid-19. The shift to online learning in the midst of this pandemic requires not just having access to digital technical resources but also having the necessary digital literacy abilities. As defined by Rahmi and Cerya (2020), these abilities comprise the capacity to use digital devices, including laptops, desktops, and cellphones, and to operate the related software in order to support students' academic development.

Digital literacy is portrayed as the capacity to effectively discover, evaluate, harness, cultivate, and employ information within digital media, communication technologies, or networked contexts. Digital literacy, according to Khan et al. (2022), enhances academic performance as well as employability. In reference to Udeogalanya's (2022) prior research, once dealing with systemic disruptions, educational institutions must take proactive stance rather than a reactive one. By equipping students with the resources they need to succeed academically and technically, this proactive approach aims at qualifying them for the needs of current labor markets. It is also critical to bear in mind that students are unable to become computer literate in isolation. It is contingent upon the guidance of academic members who possess computer literacy. Consequently, students' digital literacy, teachers', as well as academicians' computer competencies are inherently connected (Nawaz & Kundi, 2010). Prior to the 2013 curriculum, student-centered learning was guided by digital literacy under the School Based Curriculum. It is momentarily an indispensable ability for students to learn. Abbas et al.'s study (2019) uncovered that students' ability to communicate effectively, think critically, and be optimistic was significantly impacted by their digital literacy. It did not, however, significantly affect their Cumulative Grade Point Average (CGPA).

As noted by Al-Qallaf and Al-Mutairi (2016), educators face the critical challenge of tackling a multitude of issues encompassing digital literacy abilities, technology usage habits, and accessibility to digital resources. Moreover, Li and Yu (2022) highlight that teachers themselves ought to be proficient in digital literacy in order to comply with the future requirements of modern teaching techniques. It is worth noting that in the 21st century, there exists a collective necessity for individuals to possess six fundamental literacies: (a) language and literature literacy, (b) numerical literacy, (c) scientific literacy, (d) digital literacy, (e) financial literacy, and (f) cultural and citizenship literacy. As elucidated by Bawden (2008), the elements comprising up digital literacy proficiencies involve basic ICT abilities, which are the fundamental technological foundations, as well as information literacy acumen, which is the cornerstone of background knowledge. Furthermore, at the heart of this concept are digital competencies, which are the fundamental proficiencies encompassing a variety of digital skills. Additionally, a crucial aspect of these all-encompassing competencies is an individual's attitude and perspective regarding digital adaptation and use in the context of digital transformation.

Given the far-reaching influence of digital resources, it is imperative for the general populace to demonstrate proficiency as discerning users. In accordance with Mega's exposition (2020), digital literacy is defined as the aptitude to comprehend and effectively harness information derived from diverse online sources. To this point, digital literacy includes the capacity to not only acquire and apply digital knowledge but also to engage in the analysis, communication, creation, and advancement of digital knowledge. It is thereby serving as a mechanism for addressing challenges through digital means.

Irrespective of the intricacy characterizing the theoretical discourse surrounding digital literacy, the practical application of digital literacy within an EFL school to facilitate language acquisition and foster digital literacy assumes paramount significance. In this context, the discussion focuses on four integral constituents of digital literacy, as delineated by (UNESCO, 2018): (1) foundational digital proficiencies, (2) producing and disseminating information, (3) exploring and examining digital information, and (4) overcoming problem within technology-rich environments.

The process of acquiring information has evolved significantly over time. In the past, it heavily relied on printed documents, resulting in substantial paper usage. Nevertheless, contemporary information retrieval predominantly involves navigating intricate website, downloading PDF files, or engaging with online forms. As technology continues its relentless advancement, the acquisition of information will necessitate a diverse set of digital literacy competencies. Consequently, the prevailing conception of digital literacy is poised for continuous transformation over time, as posited by Lotherington and Jenson (2011). Fundamental digital skills are imperative for effectively utilizing digital devices, including computers, smartphones, and tablets, as well as engaging with digital applications. Essential digital skills can include the acquisition of requisite linguistic and reading proficiencies to perform various tasks in digital realm, such as sending emails or conducting online purchases.

The active role of teachers in fostering digital literacy within pedagogical process holds a pivotal stance in the classroom. In essence, the competence of teachers, students, and the overall utilization of technology is contingent the manner in which the teacher integrates technology into the instructional setting. Consequently, a deficiency in teacher competence presents a significant hindrance in the effective integration of technological devices into the teaching and learning process (Young, McLeod, & Brady, 2018). Furthermore, the dearth of digital literacy among students includes a diverse array of concerns, spanning technological challenges, critical thinking capabilities, and an understanding of issues related to plagiarism (Nabhan, 2021).

2.3 Technology Generation Division

We noticed that current era is extremely strange when multiple generations meet in the same pot, particularly in educational institutions. Distinct generations have distinct perspectives on technology. Oblinger and Oblinger (2005) have categorized technology generations into four cohorts: (1) 'Mature' for those both between 1900 and 1946, (2) 'Baby Boomers' for individuals born from 1946 to 1964, (3) 'Generation X' or 'Digital Immigrant' for those birthdate ranging from 1965 to 1982, and (4) 'Net Generation', 'Millennials', or 'Digital Natives' for those born between 1982 and 1991. The experiences of various generations have been shaped by the technologies prevalent during their formative years, moulding their perceptions and interactions with technological tools and processes (Hashim, Yunus, & Embi, 2016). For instance, the 'mature' generation was intimately acquainted with technologies such as vacuum-tube radios, manual calculators, and dial telephones. 'Baby Boomers', in contrast, have their technological memories entwined with transistor radios, mainframe computers, and the touchtone telephone. The 'Digital Immigrant' or 'Generation X' came of age in an era marked by the rise of CDs, personal computers, and electronic mail. On the other hand, the 'Net Generation' often referred to as 'digital natives' is surrounded by portable digital natives, including PDAs, MP3 players, and cell phones. In this digital landscape, digital native engage in communication through instant messaging, text messaging, and blogs (Hartman, Moskal, & Dziuban, 2005).

Taylor (2018) also states in her article that there have been five generations from 1900 to the present. Baby Boomers, who were born between 1946 and 1964, came after the Traditionalist/Veteran generation, which included people born between 1900 and 1945. The generation that followed them, known as Generation X or Gen Xers, was born between 1965 and 1980. Generation Xers have personally witnessed both the remarkable advancements in science and the distressing repercussions of human-made disasters. Notably, they exhibit a strong inclination towards emails as their preferred mode of communication (Ruddy & Ponte, 2019).

The Millennial generation was born between 1981 and 2000. This generation had the unique experience of witnessing the rapid proliferation of the internet as a technological innovation during their formative years. They observed the emergence of this captivating new medium at roughly the same time that the initial wave of their generation was beginning to read. Generation Z, the last generational cohort, was born after the year 2000. Although the features of this generation are largely equivalent to those of the millennial generation, generation Z is capable of multitasking. They can carry out all technologically linked actions concurrently.

On top of that, the influence of ICT on our society and its citizens is particularly pronounced in the case of the millennial generation. As education must adapt to societal changes, the distinctive attributes of millennials play a significant role in shaping how individuals both learn and instruct. This is owing to the fact that digital learners marked differences from prior generations. They have the ability to engage in multitasking (multiprocessing), proficiency in multiple literacies (Slentz, 2015), a penchant for merging web surfing for educational and entertainment purposes (infotainment), and a cognitive approach characterized by bricolage, which entails the skill of identifying and employing diverse resources – be it an object, tool, document, or a piece of code – to construct something of personal significance.

The youthful generation has been variously labelled as Millennials, Net Generation, IM Generation, Gamer Generation, Digital Natives, Digital Residents, or Homo Zappiens (Midão et al., 2020). Characterized as more self-assured, progressive, hopeful, amendable to change, consistently connected, deeply entrenched in digital technology and social media, and embracing diverse forms of self-expression compared to preceding generation (Bertens et al., 2014; Papadakis, 2016). Millennials' existence is profoundly influenced by instantaneous communication and extensive engagement with digital media. This influence has resulted in a transformation of their perspectives on communication, knowledge management, learning, as well as their personal and social values.

3. Method

3.1 Research Design

This study adopted a case study research design. A case study, as described by Creswell (2009), is a variant of ethnography wherein the researcher conducts an extensive and thorough analysis of a circumscribed system, such as an activity, an event, a process, or an individual, grounded in comprehensive data. The case study approach empowers the researcher to center their investigation on a distinct group of participants and utilize a variety of data collection methods to assess the levels of digital literacy among junior high school English teachers. It is also to ascertain their comprehension of employing material in various formats from a variety of sources, as well as to analyze how they incorporate it into their lesson plan. In addition to having the capacity to offer a thorough understanding of processes rather than mere outcomes, this design is a suitable means of illuminating phenomena that are poorly understood and call for close scrutiny (Creswell, 2020).

3.2 Research Participants and Data Collection

The research took place in Cianjur. A qualitative investigation's mission is to generate a thorough examination of a particular phenomenon rather than to extrapolate the findings. As a result, in order to comprehend the phenomenon, the researcher selects individuals and settings on purpose. Qualitative sampling is typically referred to in research as purposeful sampling (Creswell, 1998). The intentional selection of subjects and locations by a researcher with the aim of understanding or learning more about the main phenomenon is known as purposeful sampling. The standard by which people and websites are chosen is based on how rich in information they are. In this study, ten English teachers in their millennial years from Cianjur regency participated in.

To guarantee internal validity in the research design, a variety of data gathering techniques should be used for triangulation (Yin, 2012). The researcher used observation, questionnaires, interview, and document analysis to obtain data for this study. The observation was carried out online by joining the respondent's virtual classroom, which employed a variety of LMS, including Google Classroom, Edmodo, and Schoology. Son's (2015) digital literacy questionnaire for language learners served as the model for the questionnaire given to the participants. Their lesson plans are then the documents being examined. The interviews were then undertaken to explore the participants' rationale for choosing particular technological tools into their EFL lessons.

3.3 Data Analysis

Qualitative data analysis primarily makes use of information obtained from observation, questionnaires, interview, and document analysis. These were studied qualitatively, with a focus on case studies. Examination of case study proof is quite challenging because strategies and procedures remain unclear (Yin, 2012). Moreover, Yin (2012) highlighted that determining priorities for what to look into and why is the main objective of data analysis in a case study. In a qualitative study, the researcher must analyze the data to produce answers to research questions. This method involves creating themes or broad categories of concepts from the data after carefully analyzing it to explain what the researcher found (Creswell, 2020). In order to address the main research questions and provide a thorough understanding of the main phenomenon, the process of defining and constructing themes from data involves thematic development and description (Creswell, 1998).

4. Results and Discussion

4.1 The Millennial English Teachers' Digital Literacy

The questionnaire was used to assess digital literacy among millennial English teachers. The poll attempted to offer some information on millennial English teachers' fundamental digital skills and attitudes toward digital literacy. The results from the questionnaire about the millennial English teacher basic computer skills can be seen at Figure 1 below.

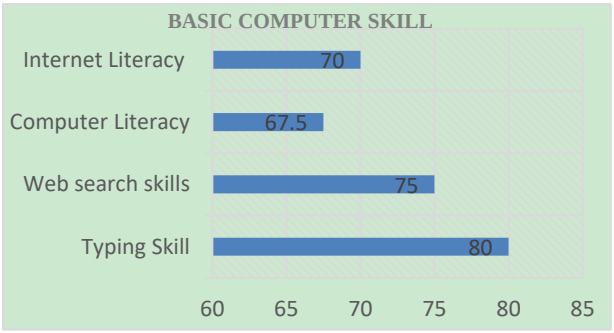

Figure 1. Millennial English Teachers' Basic Computer Literacy Skills (Source: The Researchers, 2023)

Ranging from 0 to 100, from Figure 1, it is clearly seen that the millennial internet literacy is above the average (70), and computer literacy is 67.5. As their web search skills is high (75), and their typing skill is also excellent (80). In average, their basic computer skill is acceptable. The acceptability of the millennial English teachers' basic computer skill is likely attributed to a combination of factors. The data indicates that while their overall computer literacy may be slightly below their internet literacy, it still falls within an acceptable range. The proficiency in web search skills and excellent typing skills suggests a certain level of comfort and competence in utilizing digital technologies. These specific competencies contribute positively to the overall evaluation of their basic computer skills. Moreover, the participants' ability to navigate the internet effectively and their adeptness at typing imply a familiarity with fundamental computer functions. It suggests that, on average, they possess the necessary skills for basic computer usage, such as conducting online research and effectively interacting with digital content.

The holistic view of the participants' digital literacy, combining internet and computer skills, provides a comprehensive understanding of their capabilities. While some aspects may score higher than others, the overall assessment suggests a satisfactory level of basic computer proficiency among the millennial English teachers. Further in this research, Table 1 presents millennial English teachers' perceptions towards digital literacy as another result of the questionnaire.

Table 1. The Millennial English Teachers' Perceptions towards Digital Literacy

Categories	Percentage
I enjoy using digital devices.	90 %
I am aware of various types of digital devices.	82.5%
I understand what digital literacy is.	77.5%
I am willing to learn more about digital technologies.	90%
I think that it is important for me to improve my digital fluency.	95%
I think that my teaching can be enhanced by using digital tools and resources.	85%
I think that training in technology-enhanced language learning should be included in language education programs.	90%

Table 1 reveals that the overwhelming majority of millennial English teachers (90%) express a strong affinity for the utilization of digital devices. A substantial proportion of them (82.5%) exhibit awareness of a diverse array of digital tools, and their comprehension of digital literacy is notably high (77.5%). Furthermore, their inclination to further their technological knowledge is particularly pronounced, with 90% displaying a strong willingness to learn more about digital technologies. The vast majority of these teachers (95%) recognize the paramount importance of acquiring digital fluency. Additionally, a significant proportion (85%) holds the conviction that the integration of digital tools and resources can enhance the quality of teaching. Moreover, a substantial majority (90%) underscores the importance of incorporating technology-enhanced language learning within language education programs. In short, millennial English teachers have a favourable attitude toward digital literacy.

Millennial English teachers demonstrate a commendable proficiency in digital literacy, as expected. Most of them are

computer literate and have learned fundamental computer literacy skills, encompassing tasks like typing, web-browsing, and other computer-related competencies, which they routinely employ in their day-to-day activities. According to Taylor (2018), the net generation can apply any actions that are integrated with technology at the same time. Their attitude toward digital literacy is likewise positive; most of them love using digital devices and applications, have a strong interest in technology, and are eager to improve their digital literacy.

In a nutshell, ICT has transformed society. Millennials have been a strong example of this transformation. Millennials, Net Generation, IM Generation, Gamer Generation, Digital Natives, Digital Residents, or Homo Zappiens (Midão et al., 2020) have been characterized as more self-assured, progressive, hopeful, amendable to change, consistently connected, deeply entrenched in digital technology and social media, and embracing diverse forms of self-expression compared to preceding generation (Bertens et al., 2014; Papadakis, 2016). Millennials' existence is profoundly influenced by instantaneous communication and extensive engagement with digital media. This influence has resulted in a transformation of their perspectives on communication, knowledge management, learning, as well as their personal and social values.

4.2 The Digital Literacy Integration by Millennial English Teachers into the Lesson Plan and Teaching Practices in EFL Setting

The second research question concerns how millennial English teachers incorporate digital literacy into their lesson plans and classroom instruction within an EFL environment. To address this query, a combination of questionnaire, document analysis, and interview was employed. The utilization frequency of information and communication technology (ICT) in teaching by millennial English teachers is presented in Table 2.

Table 2. The Millennial English Teachers' Perceptions towards Digital Literacy

ICT Tools	Percentage
Language Learning Mobile App	70 %
Video Conferencing Tools (Zoom, Google Meet, etc.)	62.5%
Word Wide Web	75%
Email	80%
Word Processor	87.5%

Table 2 illustrates a high level of engagement among millennial English teachers in utilizing ICT tools in their instructional practices. Specifically, 70% of the teachers incorporated Language Learning Mobile Apps like Kahoot, Canva, Padlet, Elsa Speak, Duolingo, and Learning Management System (LMS). The significant usage of these apps underscores the willingness of teachers to leverage innovative digital tools to enhance language learning experience. A notable 62.5% of the teachers utilized video conferencing platforms, such as Zoom, Google Meet, WhatsApp Video Call, and Skype. This indicates a substantial adoption of virtual communication tools, reflecting a recognition of the importance of remote interaction and collaborative learning in the digital age.

The data also reveal that 75% of millennial English teachers actively utilized the internet in their teaching methodologies. This suggests a reliance on online resources for research, lesson planning, and accessing supplementary materials, showcasing an acknowledgment of the vast educational potential offered by the internet. Moreover, an impressive 80% of the teachers utilized email as a means of communication. This reflects the recognition of email as a fundamental tool for correspondence, collaboration, and information dissemination within the educational context. Ultimately, the majority, specifically 87.5% of the millennial English teachers incorporated word processors in their teaching activities. This high percentage highlights a widespread adoption of word processing tools, potentially for document creation, lesson planning, and collaborative content development.

In sum, the research results indicate a robust and varied integration of digital technologies by millennial English teachers, showcasing a proactive approach in utilizing diverse ICT tools to enhance the EFL learning environment. The prevalence of these digital tools underscores the adaptability of teachers to contemporary teaching methodologies and their recognition of the positive impact of technology on English language instruction.

Besides filling out the questionnaire, the respondents also shared their lesson plans. From the lesson plan, it can be seen that they have integrated technology as the proof that their digital literacy is reliable (see Table 3).

Table 3. The ICT Tools Integrated in the Lesson Plan

Respondent	ICT Tools Applied in the Lesson Plan
1	Google classroom, WhatsApp, Google Meet
2	Google classroom, YouTube, Google Form, Zoom, Kahoot
3	WhatsApp, Telegram, Google Form
4	PPT slides, Audio, Internet Browser
5	Google Meet, Google Form, Quizizz, Email, E-book, WhatsApp, YouTube, Google Classroom
6	Google classroom, WhatsApp, Google Meet
7	Edmodo, Zoom, Google form, Kahoot
8	Google Classroom, WhatsApp
9	Telegram, Kahoot, Quizizz
10	PPT slides, Audio, Internet Browser

Many ICT technologies for teaching and learning have been used by millennial English teachers. The analysis of the ICT tools applied by millennial English teachers in their lesson plans reveals a dynamic and technologically diverse approach. Google Classroom emerges as a commonly utilized platform for class management, while WhatsApp and Google Meet are frequently employed for instant communication and virtual meetings, emphasizing the significance of real-time interaction in the teaching and learning process. The information can also be observed in the interview remarks made by Participant 1 and 6.

> "I'm used to using Google Classroom. I think it's user friendly when it comes to streamlining resources and assignments. I also use WhatsApp a lot. I think its handy and help me provide quick response towards the students' queries. Oh… Google Meet as well. It provides me with direct face-to-face connection in a virtual setting. It's one of the best options when I cannot conduct face-to-face meeting directly in the classroom". (Interview with participant 1, 13 September 2023).

> "Google Classroom is my go-to for class organization, WhatsApp for quick updates and keeping it straightforward works best for me, and Google Meet for virtual session. These ICT tools simplifies the digital learning experience of my students.". (Interview with participant 6, 14 September 2023).

Noteworthy is the adoption of multimedia elements by the millennial English teachers, with YouTube and audio integration for enhanced learning experiences. Participant 2 emphasized the value of YouTube for its dynamic visual content, making educational materials more accessible and enhancing engagement (see the excerpt of Participant 2).

> "YouTube has become an integral part of my teaching toolkit. It provides an extensive library of educational videos that cater to various learning styles. Whether it's grammar tutorials, authentic language use in real-world contexts, or interactive language games, YouTube offers a wealth of resources to complement my lesson plans. The visual and auditory appeal captures students' attention and reinforces key concepts in an enjoyable manner". (Interview with participant 2, 13 September 2023).

Meanwhile the audio integration was voiced by Participant 4. She explained the deliberate choice of integrating audio elements to create a multisensory learning experience. The emphasis on immersion in auditory aspects aims to enhance students' overall language proficiency (see Participant 4's excerpt).

> "Integration audio elements into my lessons is a deliberate choice to create a multisensory learning experience. Audio clips, be they authentic language recordings, interviews, or pronunciation exercises, offer students exposure to diverse linguistic nuances. This auditory dimension helps reinforce language skills, improve listening comprehension, and add a layer of authenticity to the learning process. It's about immersing students in the auditory aspects of language, enhancing their overall language proficiency". (Interview with participant 4, 14 September 2023).

The use of various assessment tools, such as Google Form, Quizizz, and Kahoot, indicates a trend toward interactive and diversified assessment methods. These tools were mostly integrated by Participant 2, 3, 5, 7, 9. Participant 5 highlights the strategic use of Google Form and Quizizz for assessment and feedback (see Participant 5's excerpt).

> "Integrating Google Form and Quizizz has been a game-changer in my teaching approach, Google form allos me to create structured assessments and gather valuable feedback seamlessly. Quizizz adds an interactive and gamified element to the learning process. The combination of both tools provides students with variety of formats to demonstrate their understanding. Yeah… it's about engaging them actively while efficiently evaluating their progress of course". (Interview with participant 5, 14 September 2023).

Participant 9, additionally, discussed the intentional integration of Kahoot to introduce elements of fun and competition into assessments (see Participant 9's excerpt). To Participant 2, the structured assessments and data collection features of Google Form are complemented by Kahoot's introduction of competition and lively quizzes, ensuring versatility and alignment with the diverse learning styles of students (see Participant 2's excerpt)

> "My approach involves Kahoot as one of the ICT tools to infuse an element of fun and competition into assessments. Kahoot brings the excitement of live quizzes. For me personally, it's not about evaluating knowledge but creating an enjoyable learning environment that encourages active participation". (Interview with participant 9, 15 September 2023).
>
> "My choice to integrate both Google Form and Kahoot is driven by the desire for a well-rounded assessment strategy. Google Form allows for structured assessments and easy data collection, while Kahoot injects an element of competition and lively quizzes. The mixture caters to different learning styles, offering both structured evaluation and interactive, engaging experience. It's about versatility and ensuring assessments align with the varied needs of my students". (Interview with participant 2, 13 September 2023).

Additionally, the incorporation of traditional tools like PowerPoint (PPT) slides alongside emerging technologies underscores a balanced approach to content delivery. This was explained by Participant 10 (see Participant 10's excerpt). The incorporation of visual aids enhances the immersive nature of the learning experience, making PPT slides a flexible and effective tool for conveying information comprehensively.

> "PPT slides allow me to present information in a visually organized manner, breaking down complex concepts into digestible segments. The visual appeal of slides aids in maintaining student engagement, offering a structured and clear framework for the lesson. It also enables me to integrate images, graphs, and other visual aids, making the learning experience more immersive". (Interview with participant 10, 15 September 2023).

The choice of communication channels like WhatsApp, Telegram, and Email highlights their pivotal role in facilitating teacher-student and teacher-teacher communication (see Participant 3's and 5's excerpts). The personalized use of specific tools by individual participants demonstrates a tailored approach to ICT integration in lesson planning, showcasing the adaptability and creativity of millennial English teachers in leveraging technology for effective and engaging teaching practices.

> "My choice to integrate both WhatsApp and Telegram into my teaching is rooted in effective communication. WhatsApp provides a quick and informal channel for immediate updates and student queries. On the other hand, Telegram offers a more organized space for detailed discussions and resource sharing. I must ensure accessibility, immediacy, and depth in student-teacher interaction". (Interview with participant 3, 13 September 2023).
>
> "I integrate email as a primary communication tool to foster a formal and organized means of correspondence. To me, email offers a reliable platform for sending detailed instructions, assignments, and providing feedback. Its formality ensures that important information is conveyed in a structured manner. By using email, I aim to instill a sense of professionalism in communication, preparing students for future academic and professional endeavours where email remains a key form of interaction". (Interview with participant 5, 14 September 2023).

This discovery is consistent with the contention of Baker-Smith et al. (2021) that educators in the 21st century are increasingly recognizing the shift from a print-centric society to one immersed in a culture abundant in visual imagery and messages. Some of which exert influence at a subconscious level. In the context of the 21st-century literacy, texts entail not only written content but also static and dynamic visual elements, such as photographs, television, and films. Proficiency in comprehending platforms like wikis, blogs, Bing, digital media, and other novel and emerging technologies is an integral facet of contemporary literacy. Consequently, in response to the evolving demands of the 21st-century education, millennials have embraced the integration of digital literacy within their instructional practices (Baker-Smith et al., 2021).

In a nutshell, millennial English teachers have exhibited a commendable degree of digital literacy, in both their daily pursuits and their instructional practices. They have a favourable attitude toward digital literacy, which is mirrored in their EFL classroom. They created a lesson plan by incorporating numerous digital resources that required their digital literacy and then utilized them in the teaching activities.

5. Conclusion and Recommendations

English teachers, extending beyond the millennial generation, are compelled to acquire digital literacy competencies to fully leverage the possibilities that technology offers for active participation in contemporary society and the realm of English language education. This involves the capacity to use fundamental digital abilities, generate and convey digital information, access and assess information online, and solve problems in technologically advanced settings. Adopting a holistic perspective entailing the national, state, local, and classroom levels is imperative to guarantee that EFL students receive and engage in meaningful and pertinent digital literacy instruction.

Teachers of all generations, as well as program administrators, are urged to include chances for digital literacy development into their lessons, curriculum, and programs. State directors and professional leaders need to more thoroughly incorporate digital literacy into national and state-level thought processes in order to broaden ideas about teaching and learning digital literacy skills. They must help English teachers at all levels so that they may foster digital literacy alongside English language and other workforce skills.

In the contemporary context, the concept of teaching is construed as a multifaceted endeavor involving activities, programs, or services devised to facilitate an individual's acquisition of a composite skill set. This includes fundamental academic skills, critical thinking aptitude, digital literacy proficiency, and self-management capabilities. It further extends to encompass competencies in resource utilization, information handling, collaborative teamwork, system comprehension, and the acquisition of skills requisite for a seamless transition into and successful completion of postsecondary education or training. As digital literacy continues to undergo evolution, corresponding paradigms of knowledge and perception surrounding it must likewise evolve. Concurrently, with the evolution of digital literacy, our knowledge and standpoints about it must also progress. In the realm of digital literacy, every individual is a perpetual learner.

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