



IMPLEMENTATION OF DIGITAL TOOLS IN THE EFL CLASSROOM

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Introduction

As we live in a digital era, sometimes it is difficult to keep up with all the changes that are happening in the sphere of technology. And access skill that was mentioned in the book of Renee Hobbs (2011) "Digital and Media Literacy: Connecting Culture and Classroom" is one of the essential dimensions of digital and media literacy. It is important not to become discouraged since he or she does not have enough access skill. It must not make a person avoid technology and media as well. Hobbs (2011) mentioned that access is media-specific and there are various things that a person needs to know to be able to acquire access skills. There are also numerous competencies when it comes to the usage of computers.

Hadi Salehi and Zeinab Salehi (2012) in their article "Challenges for Using ICT in Education: Teachers' Insights" mentioned that there are two types of barriers in implementing technological tools in the classroom: teacher-level and school-level barriers. The first barrier includes the lack of teachers' confidence to use technological tools, lack of time and the second type of barrier includes lack of access to resources (computers, internet connection, etc.) and lack of effective training in solving technical problems.

Teachers' ability to adapt themselves to rapidly developing technologies applicable to the learning environment relates to technology integration (Bentham, 2013). During technology integration processes, a variety of issues may cause problems including teachers' limited access to the Internet, time constraints, teachers' lack of basic technological skills, teacher attitudes towards technology integration (Ertmer, 2005), and teachers' need for professional development regarding technology integration (Hew & Brush, 2007). On the other hand, the problems stem from teachers' lack of digital knowledge and digital skills being the most prominent obstacles to effective technology integration (Hew & Brush, 2007). To alleviate common problems (such as lack of basic digital skills, negative attitudes) and enable teachers to use technology effectively in their own teaching, higher educational institutions should equip future teachers with sufficient digital knowledge and skills and provide pre-service teachers with quality education.

"Bringing in and out-of-school knowledge into the classroom can be seen as undermining teachers' authority when it is framed as a question of who is "right" or which knowledge is "legitimate", but for other teachers it is simply a case of working with whatever students bring to a particular task". Educational institutions can be considered as forms of collective actions (Becker, 1953), these are organized activities that are implemented by both teachers in terms of addressing knowledge form outside school curriculum and learners who sometimes bring some new things to the classroom.

Sometimes the authority of the teachers can be undermined when they bring some extra-curricular knowledge into their classes as learners face challenges to find the right choice between the right or wrong and which knowledge can be considered as legitimate. On the other hand, other teachers simply prefer to work with what their learners bring to the classroom. It is advisable for teachers to



make sure the content of the knowledge they are giving to learners is reliable and relevant to the context and realizing that not every content the learners are bringing is acceptable.

Challenges in the EFL classroom to improve digital literacy of students

Integrating technology in the classroom can be beneficial for both teachers and learners. For teachers, it is a means of communicating with students to support them and enhance their learning. For learners, it is a great opportunity to connect with information in more developed and exciting ways. Besides, the use of technology can increase student involvement, prepare learners for future life and support differentiated instruction through different ways.

As Hobbs (2011) stated, the complex social, intellectual and emotional functions of media and technology in the life of the young cannot be ignored which means today's learners can be taught with the media as technology has already become an important aspect of most of the young. Although the utilization of technology in classes are in the center of the attention, there are still teachers who struggle with integrating technology in their classes. One of them may be the cost of new technology. It is obvious that not all learning environments are able to bring new technology in the classroom due to the lack of the budget. Another issue could be that some teachers are lack of knowledge in using technology or feel discomfort to use it. Besides, keeping up with changes all the time makes it difficult for some teachers to handle. One of the main concern could be keeping up learners safe from harmful effect such as violent movies

Conclusion

To reach the conclusion, nowadays using tech tools in the teaching process has become firmly established in the educational process. And it is clear that accurate and careful monitoring them in the classes will help to improve the quality of lessons and teaching and improve the teacher's qualifications. Also, when using information educational technologies in the classroom, the motivation for learning increases and the cognitive interest of students is stimulated, the effectiveness of independent work improves. As Wang (2004) stated the computer, together with information technologies, opens up fundamentally new opportunities in the field of education, in educational activities and the creativity of the student. So it is essential to avoid technological problems in the EFL classroom and improve teacher's digital literacy to make the lessons productive and effective.

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