



## THE SIGNIFICANCE OF DIGITAL LITERACY IN THE EFL CLASSROOM

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### Introduction

Teachers and students are both "using the Internet", they are having very different experiences when online. When teachers use the Internet, for example, it's often to check e-mail or surf the web for information related to career, health, or hobbies. When teens use the Internet, the purpose is for socializing or entertainment, generally by playing games, watching videos, searching for and listening to music, and interacting with friends through social networks like Facebook or Myspace.

We can say that technology has started a kind of renaissance period and it has become possible to find any content from the media and technology. According to Fieldhouse's (2008) description, digital literacy or digital fluency can be used to depict how users navigate, find, and evaluate information within the digital environment. So, sorting out information and selecting the appropriate one is very urgent, indeed, educators should urgently gain digital literacy since they have a great responsibility on what they are teaching and what information they are providing their students with. As the internet offers anyone 24/7 access, we should develop our literacy in finding, using proper digital content, and sharing it with others.

Digital literacy instruction engages students' cognitive abilities, asking them to apply critical thinking skills to their actions, behavior, and social engagement on digital platforms. Social media's explosive growth has made information literacy and digital citizenship increasingly important components of digital literacy. Analysis of online news and advertising teaches critical thinking skills and prepares students to identify credible information sources. Lessons in responsible digital communication and ethical use of digital resources (proper citations, treatment of copyrighted material) better equip them for their academic and professional careers. Privacy and security are also components of digital literacy.

### Importance of digital skills in the EFL classroom

It is clear that, with the world becoming modernized, everything is depending on the internet. People are getting used to using the internet in all spheres of life. The usage purposes of the internet are different according to age, gender, and social status. As Livingstone (2003) states that most young people prefer using the internet for entertainment activities like chatting, emailing, and instant messages in order to relieve boredom. However, many parents are now confused with the usage of the internet. They want their children to be the expert in using the internet; on the other hand, they are afraid that their children get rid of the traditional skills, competencies, and values (Buckingham, et al, 2001).

Nowadays, new computerized advances have been broadly engaged with advanced education foundations just as different areas of the instruction framework everywhere in the world (Park and Biddix, 2008). Statistics propose that similarly as with other information arranged experts, the Internet has started to be set up as a data and interchanges asset in the working and home conditions



of most educators. Jeremy Harmer (2007) composes that understudies and instructors can discover basically any sort of data they need on the Internet.

They can get to papers, reference books, history destinations, film aides, verses, and broadcasting affiliations (for example the BBC). Be that as it may, because of the size of the Web and the immense measure of online data there is, it very well might be off-kilter to use for educators what's more, understudies. It very well may be hard to track down the right target data that one is looking for, on the grounds that it is an ability that should be procured. Accordingly, if instructors need their understudies to do effective hunts on the Internet, they need to show them this ability.

## Conclusion

As we mentioned the technology is entwined in the social lives of students today. They carry cell phones, play games during their free time, and use computers to chat with friends. Therefore, when technology tools are added into the classroom, it would stand to reason that these students should be more engaged in the learning process. Technology tools used in the classroom are valuable because they can motivate students to become involved in the lesson. As a result, it is very important for teachers to understand how technology tools can improve their teaching skills and their students' learning skills and test scores. Moreover, using technology in classroom is one of the ways to encourage children to learn. I guess one of the most commonly used tool is power point presentations. Almost all teachers know how to create ppt and use it as main material in their classrooms. According to Young (2004), "PowerPoint is one of the most common technologies used amongst teachers and also the most criticized software programs used by teachers".

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