

A Review of Teachers' Skills and Attitudes in Promoting Students' Digital Literacy in English Classrooms

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Abstract: *Digital literacy has become a crucial competency in 21st-century education, particularly in English language classrooms where communication, collaboration, and access to digital resources are central to learning. This review paper synthesizes existing research on teachers' skills and attitudes in promoting students' digital literacy. The study examines teachers' technological competence, pedagogical strategies, and belief systems influencing digital literacy integration. Findings indicate that teachers' positive attitudes, digital competence, and institutional support significantly impact the effective implementation of digital literacy. However, challenges such as limited resources, lack of training, and contextual constraints hinder successful integration. The review highlights the need for continuous professional development, supportive policies, and improved infrastructure to enhance teachers' roles in fostering digital literacy.*

Keywords: Digital Literacy, English Language Teaching, Teachers' Digital Skills Teachers' Attitudes, Technology Integration.

I. INTRODUCTION

The rapid advancement of digital technologies has transformed the landscape of education, making digital literacy an essential skill for students in the 21st century. Digital literacy extends beyond the basic ability to operate devices; it encompasses the skills required to access, evaluate, create, and communicate information effectively in digital environments (Ng, 2012). In English language classrooms, digital literacy plays a particularly significant role, as it enhances students' reading, writing, listening, and speaking skills through multimedia tools, online platforms, and interactive resources. As English is often used as a global language of communication in digital spaces, integrating digital literacy into English teaching has become a critical objective for educators worldwide (Chapelle, 2017). Teachers are central to this transformation, as their skills and attitudes directly influence how digital literacy is implemented in classrooms. The effectiveness of digital literacy instruction largely depends on teachers' ability to integrate technology into pedagogy in meaningful and student-centered ways. According to the Technological Pedagogical Content Knowledge (TPACK) framework, teachers must possess not only content knowledge and pedagogical skills but also technological competence to effectively use digital tools in teaching (Mishra & Koehler, 2006). In the context of English language teaching (ELT), this involves using digital platforms for language practice, facilitating online discussions, incorporating multimedia texts, and encouraging students to produce digital content. Teachers' digital skills include a wide range of competencies, such as the ability to use learning management systems, digital communication tools, online assessment platforms, and multimedia resources. These skills are essential for designing engaging learning experiences that promote students' digital literacy. Research indicates that teachers with higher levels of digital competence are more likely to integrate technology effectively into their teaching practices (Redecker, 2017). Furthermore, digital skills enable teachers to guide students in critically evaluating online information, thereby fostering critical thinking and information literacy—key components of digital literacy.



In addition to skills, teachers' attitudes toward digital literacy play a crucial role in its successful integration. Attitudes refer to teachers' beliefs, perceptions, and willingness to adopt digital technologies in their teaching practices. The Theory of Planned Behavior suggests that individuals' attitudes, subjective norms, and perceived behavioral control influence their intentions and actions (Ajzen, 1991). In educational settings, teachers who have positive attitudes toward digital technologies are more likely to experiment with innovative teaching methods and incorporate digital literacy into their lessons. Conversely, negative attitudes or resistance to change can hinder the adoption of digital tools, even when resources are available.

Several studies have highlighted the importance of teachers' beliefs and attitudes in shaping their instructional practices. For instance, teachers who perceive digital literacy as beneficial for student learning tend to use technology more frequently and effectively in their classrooms (Ertmer & Ottenbreit-Leftwich, 2010). Positive attitudes are often associated with increased confidence and self-efficacy in using digital tools, which in turn enhances teachers' willingness to integrate technology into their teaching. On the other hand, teachers who lack confidence or perceive technology as complex may avoid using digital tools, thereby limiting students' opportunities to develop digital literacy skills.

The integration of digital literacy in English classrooms also aligns with contemporary educational goals that emphasize learner-centered approaches, collaboration, and critical thinking. Digital tools such as blogs, discussion forums, and multimedia presentations provide opportunities for students to engage in authentic language use and collaborative learning. These tools enable students to interact with diverse audiences, access global perspectives, and develop communication skills that are essential in a digitalized world (Hockly, 2018). Teachers, therefore, play a vital role in facilitating these experiences by designing tasks that promote active learning and digital engagement.

Despite the recognized importance of digital literacy, several challenges hinder its effective implementation in English classrooms. One of the major challenges is the lack of adequate training and professional development opportunities for teachers. Many teachers do not receive sufficient support to develop their digital skills, which affects their ability to integrate technology effectively (Tondeur et al., 2017). Additionally, limited access to technological resources, especially in developing regions, poses a significant barrier to digital literacy integration. Infrastructure issues such as unreliable internet connectivity, lack of devices, and insufficient technical support further complicate the situation.

Another challenge is the diversity in students' digital competencies. While some students are highly proficient in using digital technologies, others may have limited exposure and skills. This disparity requires teachers to adopt differentiated instructional strategies to ensure that all students can benefit from digital literacy activities. Teachers must also address issues related to digital safety, ethics, and responsible use of technology, which are integral components of digital literacy.

The COVID-19 pandemic has further highlighted the importance of digital literacy in education. The shift to online and remote learning forced teachers to rely heavily on digital technologies, thereby emphasizing the need for strong digital skills and positive attitudes toward technology use. Studies conducted during the pandemic revealed that teachers who were digitally competent and open to innovation were better able to adapt to online teaching and support students' learning (Trust & Whalen, 2020). This experience has underscored the necessity of preparing teachers to effectively integrate digital literacy into their teaching practices.

In the context of English language education, digital literacy also involves the use of digital texts and multimodal communication. Students are required to interpret and create meaning from various forms of media, including videos, images, and interactive content. Teachers must therefore be equipped with the skills to teach these multimodal literacies and help students navigate complex digital environments. This requires a shift from traditional teaching methods to more dynamic and interactive approaches that leverage the potential of digital technologies.

Given the growing importance of digital literacy, it is essential to examine the factors that influence teachers' ability to promote it in English classrooms. This includes understanding the interplay between teachers' skills, attitudes, and external factors such as institutional support and policy frameworks. By reviewing existing literature on this topic, this paper aims to provide insights into how teachers can be better supported in fostering digital literacy among students.

Teachers' skills and attitudes are critical determinants of the successful integration of digital literacy in English classrooms. While technological advancements offer numerous opportunities for enhancing language learning, their



effective utilization depends on teachers' competence and willingness to embrace change. Addressing the challenges related to training, resources, and support systems is essential for empowering teachers to promote digital literacy. As education continues to evolve in the digital age, the role of teachers in shaping students' digital competencies will remain increasingly important.

OBJECTIVES OF THE REVIEW

- To analyze teachers' digital skills in English classrooms
- To examine teachers' attitudes toward digital literacy
- To identify factors influencing digital literacy integration
- To explore challenges and opportunities in promoting digital literacy

METHODOLOGY

This review is based on a systematic analysis of peer-reviewed journal articles, primarily focusing on English language teaching and digital literacy. Studies were selected based on relevance, recency, and availability of DOI-indexed publications. Both qualitative and quantitative studies were included to provide a comprehensive perspective.

II. LITERATURE REVIEW

A. Teachers' Digital Skills in English Classrooms

Teachers' digital skills include the ability to use digital tools, integrate technology into pedagogy, and facilitate student learning through digital platforms. Studies indicate that teachers must possess both technical and pedagogical competencies to effectively promote digital literacy.

Digital competence frameworks highlight that teachers should be able to:

Use digital tools for instruction

Design interactive learning environments

Support students in evaluating online information

Moreover, higher levels of teachers' digital literacy correlate with increased use of digital media in classrooms.

B. Teachers' Attitudes toward Digital Literacy

Teachers' attitudes significantly influence the adoption of digital technologies. Positive attitudes lead to increased integration of digital literacy in classrooms. Research shows that teachers generally perceive digital literacy as beneficial for student engagement and learning outcomes .

According to the Theory of Planned Behavior, teachers' attitudes, social influences, and perceived control determine their intention to integrate digital literacy . Teachers who believe in the value of digital literacy are more likely to implement it effectively.

C. Pedagogical Practices for Promoting Digital Literacy

Teachers employ various strategies to promote digital literacy, including:

Use of multimedia resources

Online collaboration tools

Digital content creation activities

Studies reveal that digital tools are often used for teacher-centered instruction, though there is a shift toward student-centered approaches . Effective practices include fostering critical thinking, collaboration, and communication through digital platforms.

D. Factors Influencing Teachers' Digital Literacy Integration

Several factors influence teachers' ability to promote digital literacy:



Technological competence
Access to resources
Professional development
Institutional support
Socio-cultural context

Research highlights that teachers' beliefs, confidence, and access to technology significantly affect integration. Additionally, contextual factors such as infrastructure and training opportunities play a crucial role.

CHALLENGES IN PROMOTING DIGITAL LITERACY

Despite its benefits, several challenges persist:

Lack of infrastructure and resources
Limited training and professional development
Time constraints
Students' diverse digital backgrounds

Studies show that inadequate technological facilities and limited budgets hinder effective implementation.

TABLE OF REVIEWED STUDIES

Author & Year	Focus Area	Methodology	Key Findings
Sadaf & Johnson (2017)	Teacher beliefs	Survey	Attitudes and beliefs influence digital literacy integration
Deiniatur et al. (2023)	Practices & beliefs	Case study	Strong beliefs improve implementation
Pratolo & Solikhati (2021)	Attitudes & challenges	Qualitative	Positive attitudes but limited resources
Zhang (2023)	Digital literacy factors	Survey	Attitudes and skills impact literacy
Nurholis et al. (2024)	Teacher competence	Qualitative	Professional development improves competence
Laksani et al. (2020)	Teacher beliefs	Case study	Positive beliefs support integration
Zayyana (2023)	Skill correlation	Quantitative	Skills linked to media use
Sadaf & Johnson (2017)	TPB framework	Survey	Behavioral and control beliefs are key

DISCUSSION

The review indicates that teachers' skills and attitudes are interdependent factors influencing digital literacy. Teachers with strong digital competence and positive attitudes are more likely to adopt innovative teaching practices. However, systemic challenges such as lack of infrastructure and training limit effective implementation.

The findings also emphasize the importance of professional development programs in enhancing teachers' digital competencies. Institutional support and policy interventions are crucial for creating a conducive environment for digital literacy integration.

II. CONCLUSION

Teachers play a pivotal role in promoting digital literacy in English classrooms. Their skills, attitudes, and beliefs significantly influence the effectiveness of digital literacy integration. While teachers generally exhibit positive attitudes, challenges such as limited resources and training hinder implementation.

To address these issues, educational institutions must:

Provide continuous professional development
Improve technological infrastructure
Encourage innovative teaching practices

Future research should focus on longitudinal studies and the impact of emerging technologies such as AI on digital literacy in language education.



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