

Digital literacy in social media for language teaching and learning: An English teacher's perspective

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ABSTRACT

The advance of modern technology brings to significant amount of online participation in the using social media as a tool for language teaching and learning. However, there is a deficiency in digital literacy and awareness of seeking information. This study adopted a qualitative single case study approach to investigate a language teacher's integration in the context of online/virtual English Language teaching and learning in Indonesia, to explore and analyze the use of sources, keywords, research strategies and the development of information seeking for better understanding and collaborating between teacher's footprint of digital literation and his private theories about social media integration. The finding described that "Digital literacy" refers to the teacher's competencies in digital communication and discourse. Moreover, the use of technologies and different kind of social media platforms for teaching guidance to support collaborative learning and its critical project-based assessment. Results also showed that the teacher's private theories about social media integration change with his adoption of these Digital Literation. However, such changes from the teacher lead to student's critical thinking in seeking paths and strategies to complete the tasks.

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1. Introduction

Social media in the digital era has become common place in today's society. The demand to always be up-to-date on news that often changes means that people have to follow it so they don't miss the news and become less updated. Social media is like a basic human need besides clothing, food and shelter. (Jati Suwito & Zamzani, 2019) explain that people often express their point of views by reading or seeing news or events on social media without discovering the supporting facts in depth. This demonstrates the lack or limitation of social media.

One smart way to use social media is to build a foundation of digital literacy within yourself and apply it according to its function. Digital literacy is basically the ability to understand and use online information. Social media can be defined as "a group of Internet-based applications (apps) that are built on the conceptual and technological foundations of Web 2.0, and that enable the creation and exchange of user-generated content" (Kaplan & Haenlein, 2010; Xue & Churchill, 2022) Although its application is still minimal in education, social media is becoming increasingly popular for research, and new research and literature shows that social media is a useful tool in facilitating language learning (Mitchell, 2012; Özdemir, 2017; Sun & Yang, 2015; Xue & Churchill, 2022) Mobile use of social media is an emerging trend as mobile technology advances (Beheshti-Kashi & Makki, 2015) and the

combination of mobile technology and social media is emerging as an important focus for educational research (Churchill et al., 2014).

Digital literacy is a place to build wise, intelligent and critical characters in using, understanding, and responding to the use of digital tools online in particular. Digital literacy is definitely needed in effect that the use of social media develops and has a good massive impact on society (Jati Suwito & Zamzani, 2019). Current habitual society and the constant use of social media in the lives of all ages in order to this decision (Mumtaz et al., 2019; Papanikolopoulou Arco, 2023). Social media has taken control or control of them in marketing and public relations send them to individuals and communities who create profiles, share, use blogs, tweets, etc. According to Tim Weber (Rosen & Rosen, 2013), BBC Business Editor states at that moment.

The significance meaning of digital literacy in the context of language teaching and learning lies in its ability to improve communication, collaboration and critical thinking skills among students. This is especially relevant in the modern era, where technology and social media play an important role in education. Digital literacy includes teacher competency in digital communication and discourse, as well as the use of various technologies and social media platforms to support collaborative learning and project-based assessment. It also involves developing information-seeking skills, such as the use of sources, keywords, and research strategies. Additionally, the integration of digital literacy in language education can influence student's critical thinking and problem-solving approaches, ultimately creating a more dynamic and interactive educational environment. Therefore, digital literacy is essential for educators to efficiently use technology and social media in language teaching and learning, ultimately improving student's overall learning experience.

The importance of digital literacy in formal and informal learning, focusing on games and programs to improve student's digital skills. Explored skills-based and cognitive perspectives on digital literacy (Meyers et al., 2013), highlighting its evolving nature in society. Stressing the need for a wide range understanding in covering technology skills, critical thinking, and contextual practices. Focusing the need for integrating these skills into the curriculum to enhance student's abilities. The studies found significant correlations between teacher's competencies and digital literacy, (Indah et al., 2022) suggesting the importance of understanding these relationships for developing effective teaching strategies.

Sugiono (2020) underline the significance of self-directed learning, effective teaching methods, and the collaborative effort of students in creating a conducive learning environment in English language teaching. They stress the importance of updated and engaging learning materials, learner-centered approaches, and the essential components for successful English language teaching and learning, including motivated students, supportive teaching materials, and dedicated teachers. Additionally, the articles discuss the need for continuous improvement in the quality of English language education, focusing on teacher roles, quality teaching resources, and student involvement in the learning process.

Garcia-Chamorro and Rosado-Mendinueta (2021) discuss the importance of embracing a complexity perspective in English Language Teacher Education (ELTE) programs is emphasized to help teachers better handle challenges in educational settings. Understanding teaching as a complex phenomenon and integrating knowledge from various sciences can enhance teacher training and professional growth. A number of teacher private theory focus areas have been identified from the literature that mediate teacher's use of technology, including Teachers (Teachers' roles in learning in a classroom and in technology-based environment) (Ertmer & Ottenbreit-Leftwich, 2010; Shelton, 2017).

With the increasing integration of technology in education, digital literacy has become a dynamic skill for teaching and learning (Gurung & Shrestha, 2023). Several sources discuss the importance and challenges of teaching digital literacy in online or virtual learning environments (Castillo- Martínez & Ramí-rez-Montoya, 2021). As of April 2024, there were 5.44 billion internet users worldwide, which amounted to 67.1 percent of the global population (Petrosyan, 2024). Of this total, 5.07 billion, or 62.6 percent of the world's population, were social media users. Highlighting the need for students to develop digital literacy skills to effectively guide and using the internet and other digital technologies for literacy and learning. Another source emphasizes the connection between digital literacy and academic literacy, particularly in the context of evaluating digital content and producing

knowledge. The study uses a qualitative single case study to explore how research skills can be accomplished through teacher's perspective to develop digital and academic literacy.

However, to this few research has been conducted on "how does the integration of digital literacy and social media platforms impact language teaching and learning from the perspective of an English teacher in Indonesia?"

To achieve this aim, this study intended to investigate the integration of digital literacy in the context of online/virtual English language teaching and learning in Indonesia especially at Scholar Indo Foundation. Explore and analyze the teacher's competencies in digital communication and discourse. Examine the teacher's integration of technologies and various social media platforms for teaching guidance to support collaborative learning and project-based assessment. Determine the potential impact of the teacher's personal theories about social media integration on student's critical thinking and problem-solving approaches. Investigate the influence of digital literacy on student's approaches to seeking paths and strategies to complete language-related tasks. These objectives aim to provide a comprehensive understanding of the role of digital literacy and social media in language teaching and learning from the perspective of an English teacher, with a focus on its impact on both educators and students.

2. Method

The single case study qualitative approach adopts the research questions in this study and explores in-depth knowledge and understanding of current issues and situations (Merriam, 1998). A purposive sampling strategy (Patton, 2002) was adopted for case selection based on the following criteria: 1) Select specific English teachers in Indonesia who have integrated online/virtual English teaching and learning, and have implemented social media as a tool for language education; 2) The selection must be based on the teacher's experience, expertise and willingness to participate in research.

Data Collection: Gather qualitative data through interviews, observations, and document analysis to explore and analyze the teacher's integration of digital literacy in language teaching. Focus on the teacher's use of sources, keywords, research strategies, and information seeking to understand the expansion and growth of digital literacy with its impact on collaborative learning along with project-based assessment.

Data Analysis: Analyze the collected data to describe the teacher's competencies in digital literacy and discourse, compulsory use of technologies and social media platforms for teaching guidance. Examine the potential changes in the teacher's private theories about social media integration and their impact on student's critical thinking in seeking paths and strategies to complete language-related tasks.

3. Findings and Discussion

Instagram: Used for registration, program updates, live Ramadan engaging opportunities to international students (Korea, Japan, Turkey, Middle East, Russia and China), interviews showcasing experiences, reaching out to all students and alumni, documentation, and assigning project-based learning tasks. **Telegram:** Functions as a classroom platform with various features supporting teaching and learning activities; however, it may have limitations in response time. **WhatsApp:** Facilitates quick responses among students and support in coordinating with mentors, as well as evaluating responsibilities among individuals. **Google Meet:** Live class Video meeting. **Google Classroom** for assignment management. **Microsoft Excel** for scoring purposes. **Google Drive** for administrative tasks and data documentation. **Quizizz** for assignments and exams, depending on the mentor Use **Google Forms** for assignments and tests. Create modules, presentations, certificates, and flyers using **Canva**.

Scholar Indo: includes modules based to individual characteristics for teaching methods. An effective teaching approach involves providing extensive attention to the student, occasionally assigning tasks and engaging in Q&A sessions. Encourage self-expression by speaking openly to the student, discussing English and conversation equally (50/50), displaying emotions in class, creating a joyful and supportive atmosphere. Using social media's experience for broader positive impact across different ages, sharing knowledge while teaching, and offering flexibility in scheduling. Generating videos through voice-over narration for content such as daily vlogs and related contents. Provide

assignments and group discussions to carry out editing. The primary objective is to enhance student's self-confidence via video production, prioritizing content over pronunciation. The approach using PowerPoint presentations with interactive components integrated into each slide.

There are notable differences in the implementation of social media as educational tools for online/virtual English Language teaching and learning in Indonesia, as showed by the outcomes of my research. Various social media platforms are used based on their specific functions. Unlike gamified approaches in education, YouTube offers significant educational value for self-directed learning (Meyers et al., 2013). Furthermore, it plays a crucial role in enhancing digital literacies within after-school programs and aligns with the dynamic landscape of digital literacy in contemporary society (Manca & Ranieri, 2016).

It is important for students to seek guidance from teachers who has competence of digital literacy, integrated with social media platforms in order to develop their interest in various forms of media in the framework language teaching and learning from the teacher's perspectives (Gao & Wang, 2017). By working closely with teachers, students can receive valuable insights, feedback, and encouragement to explore different aspects of media. This collaborative effort between students and teachers can foster a sense of interest, creativity/imagination, and critical thinking skills needed to navigate the digital landscape effectively (Sugiono, 2020). Together, they can start on a journey of discovery and learning that goes beyond the traditional boundaries of the classroom, opening up a world of possibilities for exploration and growth.

The academic success of students is closely tied to their digital literacy proficiency and how teachers incorporate their unique pedagogical philosophies (Indah et al., 2022). Unlike standardized curricula, educators design modules based on their own experiences using editing applications (Canva) and interactive tools to engage students. By providing language exercises that are customized to boost student's self-confidence, teachers strive to increase motivation and cultivate confidence throughout the digital learning experience (Lawrence, 2014).

The teacher's role in the online/virtual English language teaching and learning is massive! They create engaging lessons and share knowledge from their journeys in the language landscape. Students eagerly absorb the knowledge and skills taught by their teacher, who serves as a guide through the complex world of the English language. With passion and dedication, educators spark curiosity, inspire creativity, and instill a love for learning. The teacher's influence extends far beyond the classroom, shaping the way students communicate, think critically, and express themselves effectively. Through innovative teaching methods and a nurturing approach, teachers empower their students to become confident and able to articulate in their linguistic pursuits. The consistent support and motivation from the teacher provide customary stage for students to begin on their unique and worthwhile journey in learning English language.

Understanding and embracing a complexity perspective within English Language Teacher Education (ELTE) programs is paramount in adequately preparing educators to navigate the challenges inherent in educational environments. As highlighted by (Garcia-Chamorro & Rosado-Mendinueta, 2021), current programs often underscoring the necessity for a multidimensional and reflective approach to enrich teacher training and professional development. Perceiving ELTE as a complex system comprising interconnected units can enhance teacher learning and growth, reached out educational quality and improved student outcomes. Furthermore, acknowledging teacher's perspectives and personal theories in online/virtual English language instruction, same with integrating digital literacy, serves to enhance professionalism in ELTE. By incorporating these components, instructors can remain on the same path of the evolving educational landscape, incredibly adaptation to modern technologies, and better preparation to meet the diverse needs of students in the contemporary digital era.

4. Conclusion

The study aims to investigate the teacher's competencies and experiences in digital literacy and discourse, the compulsory use of technologies and social media platforms for teaching guidance, and the potential impact of the teacher's personal theories about social media integration on student's critical thinking and problem-solving approaches. By adopting a qualitative single case study approach, the research delves into the teacher's integration of online/virtual English language

instruction, highlighting the use of sources, keywords, research strategies, and information seeking to enhance digital literacy and collaboration. The research question seeks to understand the relationship between the teacher's adoption of digital literacy, changes in private theories about social media integration, and their influence on student's learning outcomes.

The teacher uses diverse of social media platforms like Instagram for registration, program updates, live Ramadan engaging opportunities to international students (Korea, Japan, Turkey, Middle East, Russia and China), interviews showcasing experiences, reaching out to all students and alumni, documentation, and assigning project-based learning tasks. Tools include Google Meet for video meetings, Google Classroom for assignments, Microsoft Excel for scoring, and Quizizz for exams. Canva is used for creating materials, and teaching methods focus on student attention, self-expression, videos, and interactive presentations to boost confidence and create a supportive learning environment. These practices highlight the importance of digital literacy in enhancing language education through technology and social media, shaping the students into the dynamic learning in growing and evolving in addition collaborating, creating and communicating for interactive learning.

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