



اسم مشتق من الذكوة وهي الجمرة الملتهبة والمراد بالذكوات الربوات البيض

الصغيرة المحيطة بمقام أمير المؤمنين

علي بن أبي طالب {عليه السلام}

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العدد (١٣) السنة الثالثة جمادى الأولى ١٤٤٦ هـ - كانون الأول ٢٠٢٤ م

دليل المؤلف

- ١- أن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- أن تحتوي الصفحة الأولى من البحث على:
 - أ. عنوان البحث باللغة العربية .
 - ب . اسم الباحث باللغة العربي، ودرجته العلمية وشهادته.
 - ت . بريد الباحث الإلكتروني.
 - ث . ملخصان: أحدهما باللغة العربية والآخر باللغة الإنكليزية.
 - ج . تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4) .
- ٥ . يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥,٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
 - أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
 - ب . اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦) . والملخصات (١٢)
- أما فقرات البحث الأخرى؛ فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام الألكتروني (تعليقات ختامية) في نهاية البحث. بحجم ١٢ .
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم، والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسلة إليه وموافقة المجلة بنسخة معدلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٦- تكون مصادر البحث وهوامشه في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث إلى مقر المجلة - دائرة البحوث والدراسات في ديوان الوقف الشيعي بغداد - باب المعظم)
- أو البريد الإلكتروني: (hus65in@Gmail.com) (offreserch@sed.gov.iq) بعد دفع الأجور في مقر المجلة
- ٢٢- لا تلتزم المجلة بنشر البحوث التي تُخلُّ بشروط من هذه الشروط .

مَجَلَّةُ عِلْمِيَّةُ فِكْرِيَّةُ فَصْلِيَّةُ مُحْكَمَةٌ تَصَدُّرُ عَنْ دَائِرَةِ الْبُحُوثِ وَالْدِّرَاسَاتِ فِي ذِيَوَانِ الْوَقْتِ الشَّيْبَعِيِّ

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Abstract:

This paper aims to explore the development of digital literacy in English as a Foreign Language (EFL) teaching by integrating social media and online tools. The introduction will provide a comprehensive overview of the importance of digital literacy skills in the modern world and emphasize the need to incorporate these skills into language teaching. It will also highlight the potential benefits and challenges of using social media and on-line tools in EFL classrooms.

The literature review section will delve into relevant research on digital literacy in EFL contexts. It will examine studies on the benefits of integrating social media and online tools in language learning, such as increased student engagement, expanded opportunities for collaboration, and authentic language use. This research paper explores the integration of social media and on-line tools to develop digital literacy in English as a Foreign Language (EFL) teaching, highlighting benefits and challenges.

Keywords : Developing, digital literacy, EFL teaching, integration, social media, online tools.

1. Introduction

1.1. Importance of digital literacy skills in EFL teaching

The implications of the studies have significant importance for EFL teaching practice. It is clear that digital literacy plays a crucial role in language acquisition and can greatly improve language learning. The use of social media and online tools has been shown to increase student motivation, engagement, and collaboration, ultimately leading to improved language skills.

However, it is vital to address the challenges associated with integrating social media and online tools in the classroom, including technological barriers and potential distractions (Digital Literacy for EFL Students, 2017). An important implication for EFL teaching practice is the need for teacher training and opportunities for professional development. Educators must be equipped with the knowledge and skills to effectively incorporate social media and online tools into their language teaching practices. This includes practical guidelines and opportunities for teachers to familiarize

themselves with available digital tools and resources.

Another implication is the establishment of clear guidelines and limitations for the use of social media and online tools in language teaching. This will help minimize potential distractions during class time and ensure that these digital resources are used in a productive and meaningful manner (Journal, 2024).

In general, the implications for EFL teaching practice emphasize the importance of developing digital literacy skills among both teachers and students. By addressing these implications, language educators can create a more engaging, collaborative, and effective learning environment for EFL students (Bhuvaneswari et al., 2023).

1.2. Significance of integrating social media and online tools

Incorporating social media and online tools in EFL teaching is crucial for creating engaging, student-centered learning environments. Platforms like Facebook, Twitter, Instagram, and YouTube offer alternative methods for teaching and learning English, increasing student engagement and promoting self-learning. The use of social media also shifts language teaching from teacher-centered to more student-centered, allowing students to take responsibility for their own learning. Additionally, integrating online tools for digital literacy skills provides opportunities for self-directed language learning and autonomy. Multimedia material in EFL instruction has been shown to motivate learners and promote their communicative competence. Overall, the significance of integrating social media and online tools in EFL teaching lies in their ability to enhance language acquisition, improve student engagement, encourage self-learning, and provide easier access to information (Albiladi, 2024, pages 141-145).

1.3. Objectives of the study

The main goal of this report is to delve into the significance of digital literacy skills in EFL teaching and the importance of integrating social media and online tools. The report aims to offer a thorough understanding of digital literacy within the context of language teaching and to underscore the potential advantages of including social media and online tools in language learning





(Albiladi, 2024, pages 156–160). Additionally, the report aims to pinpoint the obstacles in incorporating social media and online tools in EFL teaching and to outline best practices for successful integration.

Drawing on existing literature and empirical research, this report will analyze the influence of digital literacy on language learning outcomes, as well as the role of digital literacy in language acquisition. It will also examine the types of social media platforms suitable for EFL teaching and strategies for effective integration. Furthermore, the report will present an overview of online tools available for language learning and provide examples of effective online tools for developing digital literacy (LENOVO, 2021, pages 1–5).

By addressing these objectives, this report aims to highlight the potential benefits of utilizing social media and online tools in language teaching, including enhanced engagement and motivation among students, as well as improved collaboration and communication skills (Bhuvaneswari et al., 2023).

Furthermore, it will underscore the necessity for teacher training and professional development opportunities to support successful integration, alongside clear guidelines and boundaries for effective implementation (Abril & Palacios-Hidalgo, 2022).

In conclusion, this report will summarize key findings related to digital literacy in EFL teaching, as well as offer recommendations for future research and implications for EFL teaching practice.

2. Literature Review

2.1. Research on the impact of digital literacy in EFL teaching

Digital literacy is a vital component of EFL teaching, particularly for young learners. The ability to comprehend and utilize information from diverse sources presented via computers is crucial for students' academic success. Young learners develop their digital literacy through tools that also foster self-regulated learner autonomy in learning English. Digital literacy enables accessing, analyzing, evaluating, creating, and participating with multimedia messages, as well as utilizing digital technology in online contexts such as Web 2.0 and its applications (Publication,

2022, pages 1–5). Although the link between digital literacy and critical thinking may not always directly enhance critical thinking skills, there is a significant correlation between research competence and digital literacy. Understanding this relationship is essential for developing EFL teaching syllabi and materials that support students' academic success in higher education contexts.

EFL teachers must understand the impact of technology on language learning and effectively integrate social media and online tools into their teaching practices to enhance student engagement and motivation. By providing opportunities for authentic interaction, creativity, game-based learning, and bridging learning inside and outside the classroom, teachers can create an effective learning experience for their students (User, 2020, pages 1–5).

However, challenges such as technological barriers and potential distractions during class time need to be addressed. It is crucial for teachers to undergo training and professional development opportunities to equip themselves with the necessary technical skills and an understanding of the importance of technologies in language teaching. Establishing clear guidelines and boundaries for utilizing social media and online tools in the classroom is also essential.

In conclusion, integrating social media and online tools into EFL teaching can lead to improved engagement and motivation among students, enhanced collaboration and communication skills, but it also presents challenges that need to be effectively addressed. Benefits of incorporating social media and online tools in language learning

Integrating social media and online tools in EFL teaching offers numerous benefits for language learning. Studies have shown that social media platforms can familiarize students with the online environment and teach them appropriate communication practices. They also act as a source of motivation, promoting self-learning and providing access to genuine materials. For example, YouTube can be used for ESL video lessons, and Facebook hosts pages dedicated to English teaching (Zhang, 2023).

.Social media can boost student motivation and engagement,





leading to improved learning outcomes. It also helps develop students' learning autonomy and offers opportunities for challenging language tasks. Additionally, it strengthens student-teacher relationships and creates a learning community involving students, teachers, and parents.

In summary, integrating social media and online tools in language learning opens doors for authentic interaction, creativity, game-based learning, and the development of digital competencies. Therefore, educators should recognize the potential of these resources in enhancing the engagement of young language learners (Albiladi, 2024, pages 146-150).

Figure 1: Teachers' perceptions of the effectiveness of social media in FL teaching. (source: reference (Albiladi, 2024))

3. Understanding Digital Literacy in EFL Teaching

3.1. Definition and components of digital literacy

Digital literacy in the realm of teaching English as a Foreign Language (EFL) involves the capability to comprehend and effectively utilize information in various digital formats and from a wide array of sources. It encompasses the ability to efficiently perform tasks in a digital setting, using technology to research, organize, evaluate, and communicate information. Moreover,

digital literacy also encompasses having a fundamental understanding of the ethical and legal issues associated with accessing and using information online (Publication, 2022, pages 1-5).

The components of digital literacy encompass a variety of skills and competencies. This includes information literacy, which entails effectively identifying, evaluating, and utilizing necessary information, as well as digital scholarship that involves active engagement with digital media for educational purposes. Additionally, learning skills are vital for acquiring the technological knowledge required for formal and informal learning activities. ICT literacy is also a crucial component, focusing on procedural knowledge related to the adoption and use of various digital devices and ICT-based media. Career and identity management through technology is another aspect, enabling individuals to manage their online identity through avatars for

communication (User, 2020, pages 1–5). Communication and collaboration skills are essential for active engagement in activities through digital networks, while media literacy involves critical reading skills and innovative communication in diverse media formats.

Integrating these components of digital literacy into EFL teaching can greatly benefit students by enhancing their engagement with technology, improving their critical thinking skills, fostering collaboration and communication abilities, and ultimately contributing to their academic success (Delving into EFL teachers' digital literacy and professional identity in the pandemic era: Technological Pedagogical Content Knowledge (TPACK) framework, 2023).

Categories of analysis Subcategories of analysis Indicators identified

Improvement in EFL-related skills Linguistic aspects

- * Development of speaking and writing skills
- * Improvement in discourse fluency (e.g., due to vocabulary extension)
- * Opportunity to use the English language more regularly

Cultural aspects

- * Getting to know more about other countries and cultures

Digital literacy ICT tools used

- * Improvement in mentors' dexterity using digital tools
- * Improvement in mentors' ability to work collaboratively with the support of ICT tools
- * Familiarity with the ICT tools used

Collaborative work

- * Improvement in mentors' ability to interact with others / work in teams
- * Development of mentors' ability to work based on different interaction patterns (e.g. pair / group work)
- * Improvement in mentors' ability to collaborate with others
- * Learning about peer learning strategies

Soft skills' improvement Personal skills





*Development of mentors' leadership skills

* Building mentors' self-confidence

* Acquiring better organizational skills

* Developing adaptability skills

Interpersonal skills

* Interacting better with others (e.g., with younger schoolmates)

* Becoming more patient (e.g., when

Categories of analysis identified dealing with mentees)	Subcategories of analysis	Indicators
* The helping/collaborative principles associated with the program		
Innovative character of the experience		
* The fun resulting from the challenge-based tasks		
* The possibility of integrating a peer learning program within the scope of the EFL classes		

Table 1: Categories resulting from content analysis of mentors' perceptions of the main benefits resulting from participation in the intervention. ((Developing peer mentors' collaborative and metacognitive skills with a technology-enhanced peer learning program, 2022)

3.2. Role of digital literacy in language acquisition

Digital literacy is crucial in teaching English as a Foreign Language (EFL) as it involves more than just using digital tools, but also critical analysis of accessed information. Educators need digital literacy skills to create dynamic and interactive learning environments, with digital storytelling being a proven method for improving language proficiency and critical thinking(Yadollahi et al., 2017).Digital literacy impacts teacher identity, decision-making, and career aspirations, and the ability to adapt digital tools to specific circumstances is essential for effective language instruction.

Integrating social media and online tools presents challenges, such as technological barriers and distractions, but proactive measures and teacher training can help overcome these obstacles(salim, 2021, pages 1-5). Overall, cultivating digital literacy in EFL teaching is vital for establishing an engaging and effective lan-

guage learning environment, leading to increased engagement, motivation, (Delving into EFL teachers' digital literacy and professional identity in the pandemic era: Technological Pedagogical Content Knowledge (TPACK) framework, 2023).

4. Integrating Social Media for Digital Literacy Development

4.1. Types of social media platforms suitable for EFL teaching

Incorporating social media in EFL teaching requires careful selection of platforms conducive to language learning, such as Facebook, YouTube, Twitter, and Instagram. These platforms offer advantages like authentic learning materials, increased student engagement, and motivation. They also foster a sense of community and create an environment for collaborative learning. Educators have utilized YouTube to enhance students' understanding of English literature and promote innovative teaching methods (Albiladi, 2024, pages 131–135). Social media can also be valuable for teaching culture and practical language skills, providing opportunities for students to learn authentic language usage in everyday situations. Additionally, it serves as a vast repository of resources for reading materials and audio files for listening practice. Ultimately, integrating social media into EFL teaching creates an opportunity to bridge the gap between traditional teaching methods and more modern and effective approaches, offering authentic learning experiences that cater to various language skills and engage students in real-life communication scenarios. However, there are challenges associated with integrating social media into EFL classes, such as technological barriers and distractions during class time. Overall, integrating social media platforms into EFL teaching presents numerous benefits for language acquisition while addressing challenges associated with traditional teaching methodologies (Erlam et al., 2021).

Figure 2: The percentage of social media platforms used by the participants. (Albiladi, 2024)

4.2. Strategies for effective integration of social media

Integrating social media into EFL teaching requires careful platform selection to support language learning. Research shows social media enriches learning through interactive engagement,





information exchange, and communication, but concerns about pedagogical design and impeding face-to-face communication exist. To effectively incorporate social media, educators must identify suitable platforms and strategies for implementation, considering opportunities for collaborative learning and cultural awareness(Albiladi, 2024, pages 146–150). Clear usage guidelines and appropriate content selection can address concerns about distractions and lack of pedagogical intentions. Engaging activities such as collaborative language projects and digital storytelling can be created using online tools. Teacher training and professional development are crucial for successful integration, addressing challenges related to self-efficacy and misconceptions about using social media as an educational tool. In conclusion, effective integration of social media in EFL teaching entails identifying suitable platforms, developing clear usage guidelines, creating engaging activities aligned with learning objectives, and providing teacher training and support. By carefully considering these strategies and addressing potential challenges, educators can harness the benefits of social media to enhance digital literacy skills among English language learners (Erlam et al., 2021).

Figure 3: (Albiladi, 2024)

5. Online Tools for Enhancing Digital Literacy Skills

5.1. Overview of online tools available for language learning

Digital resources are available for language learning, contributing to digital literacy in EFL instruction. These resources include educational websites, computer programs, teaching software, and social media apps, providing educators with efficient methods to teach English. Students can access multimedia messages and develop learner autonomy through these tools(Albiladi, 2024, pages 26–30). However, challenges such as technological barriers and distractions from social media platforms must be addressed. Teachers need training and clear guidelines for effective integration of online resources. Despite challenges, integrating online tools into EFL teaching can enhance student engagement, motivation, collaboration, and communication skills, effectively cultivating digital literacy in the classroom (User, 2020, pages 1–5).

5.2. Examples of effective online tools for developing digital literacy

Effective online tools such as Edmodo, Padlet, Google Slides, and Zoom have been utilized to promote digital literacy in EFL instruction. These platforms provide opportunities for students to interact with language learning materials, collaborate on projects, and engage in synchronous communication, thereby enhancing their digital literacy skills (What are the relationships between digital media and language skills ? | 5 Answers from Research papers, 2024). Digital storytelling has also been recognized as a tool for improving verbal English proficiency and student engagement by allowing students to express their ideas through multimedia resources. Furthermore, the integration of educational online platforms has been shown to improve students' writing skills, vocabulary, attitudes, and confidence in language performance (Digital Literacy for EFL Students, 2017). Ultimately, these examples demonstrate the potential of online tools to enrich language learning experiences and empower students to become more proficient users of digital media when used purposefully and with clear objectives in mind, (Masterson, 2023, pages 21–25).

6. Benefits of Utilizing Social Media and Online Tools in Language Teaching

6.1. Improved engagement and motivation among students

The integration of social media and online resources in EFL instruction has shown a remarkable enhancement in student engagement and drive. Studies have shown that digital media has a positive impact on language proficiency, offering opportunities for interaction with native speakers and exposure to the target language, which contributes to language acquisition.

Moreover, interactive digital media assignments have been proven to enhance EFL learners' oral language skills, including elaboration of content, fluency, pronunciation, vocabulary, and grammar. Incorporating social media into language education also equips students for future job markets and advances their digital literacy skills (What are the relationships between digital media and language skills ? | 5 Answers from Research papers, 2024)





Educators have observed that using social media to teach English boosts students' participation both in and outside the classroom. Students demonstrate increased eagerness to complete classroom activities posted on platforms like Facebook and Twitter. This heightened participation is a clear sign of their motivation to learn English. Furthermore, the availability and prevalence of social media among students have been shown to motivate them to engage in activities that make use of these platforms, making the learning process more contemporary and enjoyable.

Moreover, utilizing social media for educational purposes has been found to enhance

self-directed learning skills and independence among language learners. These interactive applications offer abundant resources of authentic materials that foster independent learning. Social media empowers students to choose and explore topics and activities that could enhance their language skills.

In summary, integrating social media and online tools into EFL teaching has been associated with improved student motivation and engagement. It brings various advantages such as increased participation, heightened enthusiasm for learning English, enhanced self-learning skills, independence, as well as building a learning community that extends beyond the traditional classroom environment (Albiladi, 2024, pages 101–105).

6.2. Enhanced collaboration and communication skills

The incorporation of social media and digital tools into EFL education has been shown to significantly improve collaboration and communication skills among students. Studies have demonstrated that social media platforms have the potential to boost student motivation and engagement, leading to increased participation, cooperative learning, and overall academic performance. Educators have observed improved language teaching practices with the use of social media, resulting in a more authentic classroom experience and a shift from

teacher-centered to student-centered instruction. Moreover, integrating social media into language classes promotes learning autonomy, allowing students to complete tasks at their own

convenience and location, thereby enhancing engagement and supporting teachers' instructional efforts.

Additionally, utilizing social media offers students the chance to communicate and practice using the target language in real-life situations, leading to positive developments in both oral and written language skills in line with the communicative teaching approach in EFL classrooms.

However, there are challenges associated with incorporating social media and online tools, including potential technological barriers and distractions during class time. Some educators have expressed difficulties in managing classes when using social media platforms as educational tools. Furthermore, there are differing opinions on the effectiveness of social media for language teaching purposes.

In conclusion, successful integration of social media and online tools requires clear guidelines and boundaries to maximize their benefits while addressing potential challenges. Despite these obstacles, the advantages of utilizing social media and online tools in EFL education outweigh the drawbacks. The collaborative nature of these digital resources fosters improved communication skills among students while also enhancing their motivation to learn (Albiladi, 2024, pages 176–180).

7. Challenges in Implementing Social Media and Online Tools

7.1. Technological barriers

When it comes to teaching English as a foreign language, the integration of digital literacy encounters various technological obstacles. One of the main challenges is the limited access to necessary technologies in educational environments. This encompasses a shortage of digital reading materials and restrictions on smartphone usage in the classroom. The ban on smartphones can be a significant hindrance, as seen in some schools, impairing the effective integration of social media and other online tools (Albiladi, 2024, pages 11–15).

Moreover, there are discrepancies between urban and suburban areas regarding technology access. Urban schools may have





more advanced technological resources and permit smartphone use, while suburban areas may face limitations due to less access to technology and research on new media usage.

Furthermore, inadequate funding and technology within the education system create barriers to successful implementation of digital literacy. The absence of authentic teaching experiences, native-like sources, and low student motivation further exacerbate these challenges.

To tackle these technological obstacles, policymakers need to provide supportive facilities and develop curricula specifically tailored for digital literacy advancement. Additionally, teachers should prepare contingency plans for unforeseen obstacles that may arise in the classroom due to technological limitations (LENOVO, 2021, pages 1–5).

Ultimately, overcoming these technological barriers necessitates a collaborative effort between teachers, school administrators, policymakers, and government authorities to ensure that sufficient resources are available for the successful integration of digital literacy in EFL teaching practices (Bhuvaneswari et al., 2023).

7.2. Potential distractions during class time

Integrating social media and online tools into EFL teaching has its advantages, but it's important to be aware of potential distractions. Concerns have been raised about these platforms diverting students' attention and disrupting the language learning process (Albiladi, 2024, pages 11–15). Teachers in Iraq also lack confidence in using social media in their classes, hindering its integration. Some educators view social media as a mere distraction rather than a valuable educational resource, and concerns about the lack of educational purpose and potential political involvement have impeded its integration into EFL classes (LENOVO, 2021, pages 1–5). Additionally, schools may not always have the necessary technological support or digital literacy tools for effective integration into language learning, limiting young learners' exposure to digital literacy tools. Addressing these challenges is crucial, and adequate support, training, and resources are needed for both teachers and students to effectively utilize these digital

tools for language learning (User, 2020, pages 11–15).

Figure 4: A sample of initial codes, categories, and emerged themes. (Albiladi, 2024)

8. Best Practices for Successful Integration

8.1. Teacher training and professional development opportunities

Teacher training and professional development are crucial for integrating digital literacy into EFL teaching. Research emphasizes the need for educators to have the skills to effectively use digital technologies in language classrooms. Continuous professional development is essential for lifelong learning, especially in digital literacy (Microsoft Word – 75 – 90.docx, 2022, pages 1–5). University professors play a vital role in enhancing the digital literacy levels of pre-service teachers and should be digitally literate themselves. Tailored training programs are necessary to support teachers in enhancing their digital competencies and understanding how to effectively utilize technology in language classrooms (Hamidah, 2021). Addressing knowledge deepening, presentation skills, professional skills, and technology literacy can contribute to overall growth as language educators (Bhuvaneswari et al., 2023). Providing teacher training and professional development opportunities is indispensable for successful integration of digital literacy in EFL teaching (Invitado, 2017). Educators should prioritize improving their digital competencies through targeted training programs that encompass pedagogical excellence, didactic excellence, and subjective excellence to empower them to seamlessly integrate technology into language classrooms and elevate their teaching practices for improved student outcomes (Developing peer mentors› collaborative and metacognitive skills with a technology-enhanced peer learning program, 2022).

8.2. Establishing clear guidelines and boundaries

It cannot be overstated the importance of establishing clear guidelines and boundaries for the integration of social media and online tools in EFL teaching to effectively implement digital literacy. Just as teachers need to possess the necessary skills for making effective use of digital technologies, they also need a





clear understanding of the purpose and boundaries of using digital platforms in language learning (Albiladi, 2024, pages 166–170). This entails defining the scope of engagement, setting guidelines for appropriate use, and establishing expectations for online behavior. By doing so, teachers can ensure responsible and constructive use of digital tools, enhancing the learning experience while minimizing potential risks.

In addition, it is crucial to set boundaries to ensure that social media and online tools serve as educational aids rather than distractions. Teachers should define specific timeframes for using digital platforms during class time and establish rules for appropriate content and interactions. This approach will help create a focused learning environment while harnessing the benefits of digital literacy.

Moreover, clear guidelines and boundaries can effectively address potential challenges such as technological barriers and potential distractions during class time. By setting expectations for technology use and outlining specific parameters for online engagement, teachers can mitigate these challenges and create a more structured approach to integrating digital tools into language teaching.

Overall, establishing clear guidelines and boundaries is imperative for the successful integration of social media and online tools in EFL teaching. It not only provides a framework for responsible use but also sets expectations for behavior while helping to address potential challenges in implementing digital literacy practices (Zhang, 2023).

9. Conclusion

9.1. Summary of key findings

The significance of infusing digital literacy into authentic academic digital practices in the field of EFL teaching cannot be overstated. Digital literacy is a crucial element in the multiliteracy framework required to thrive in the digital era and is perceived as a cross-curricular competency. However, it has been found that digital literacy is not adequately addressed in English

language teaching. It has been recommended that the integration of social media and online tools is a significant factor for enhancing digital literacy skills among students. The use of social media platforms suitable for EFL teaching, such as Facebook, Twitter, and Instagram, has been identified as beneficial for improving student engagement and motivation. Moreover, the use of online tools for language learning, such as interactive language learning apps and online language exchange platforms, has been shown to be effective in developing students' digital literacy.

The challenges in implementing social media and online tools in EFL teaching have also been recognized, including technological barriers and potential distractions during class time.

However, best practices for successful integration have been provided, such as teacher training and professional development opportunities, and establishing clear guidelines and boundaries for the use of social media and online tools.

In conclusion, the findings emphasize the importance of developing digital literacy in EFL teaching through integrating social media and online tools. Further research is recommended to explore the implications of these findings for future EFL teaching practice.

9.2. Implications for EFL teaching practice

The findings of the studies have significant implications for EFL teaching practice. It is evident that digital literacy plays a vital role in language acquisition and can greatly enhance language learning. The utilization of social media and online tools has been proven to boost student motivation, engagement, and collaboration, ultimately leading to enhanced language skills (Albiladi, 2024, pages 176–180).

Nevertheless, it is crucial to tackle the challenges linked with integrating social media and online tools in the classroom, such as technological barriers and potential distractions.

An important implication for EFL teaching practice is the necessity for teacher training and professional development opportunities (EJ1155216, 2017, pages 16–20). Educators need to be equipped with the knowledge and skills to effectively incor-



porate social media and online tools into their language teaching practices. This includes practical guidelines and chances for teachers to familiarize themselves with available digital tools and resources.

Another implication is the establishment of clear guidelines and boundaries for the use of social media and online tools in language teaching. This will help minimize potential distractions during class time and ensure that these digital resources are used in a productive and meaningful manner (Addressing Media Literacy through an International Virtual Exchange: A Report of One ESL-EFL Collaboration, 2024).

In general, the implications for EFL teaching practice highlight the significance of developing digital literacy skills among both teachers and students. By addressing these implications, language educators can create a more engaging, collaborative, and effective learning environment for EFL students (Zhang, 2023).

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