

A Study on Digital Literacy of College English Teachers in Digital Age

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Abstract: With the rapid development and popularization of information technology, the digital age has arrived. China has attached great importance to the development of digital education. The Report of the Communist Party's 20th National Congress and the standards of Digital Literacy for Teachers provides policy and theory support for the study. With the integration of information technology and college English teaching, college English teaching has gradually emerged with new connotations, new characteristics and new changes. As the key force for the transformation of education digitization, college English teachers' improvement of digital literacy is increasingly critical. This essay aims to explore the connotation and frame of core digital literacy of college English teachers, so as to clarify the development direction of college English teachers' digital literacy, and promote the construction and development of English teachers in digital age.

Keywords: Digital age; College English teachers; Digital literacy

1. Introduction

In digital age, digital technology has been widely used in various fields, impacting the traditional education ecology and the digital transformation of education has begun (Yang, 2021). European Union, UNESCO, the United States, UK, China and other major world organizations and countries give great priority to digital transformation of education and have issued relevant policies and documents to promote the digital transformation of education. China's "14th Five-Year Plan" clearly states that it is necessary to accelerate digital development, build a digital China, embrace the digital era, activate the potential of data elements, and drive the transformation of production methods, lifestyles and governance methods with digital transformation. The Report of the Communist Party's 20th National Congress also clearly requires "promoting the digitization of education", which sets the tone for the continuous development of the digitization construction in the field of education in China.

China is a big country in foreign language education, with a large group of foreign language learners and teachers. In digital age, the digital literacy of foreign language teachers is closely related to the efficiency and quality of foreign language teaching, and further relates to the level of China's international communication capacity construction. With the integration of information technology and college English teaching, college English teaching has gradually revealed new connotations, new characteristics and new changes. Therefore, college English teachers should play a great role and actively change the teaching mode, improve digital literacy and integrate high-quality teaching resources.

2. Analysis of the digital literacy of teachers

2.1 Foreign research on the digital literacy of teachers

In the 1990s, with the rapid and continuous development of digital technology, the ability to apply digital technology to complete tasks and solve problems became the basic literacy requirement. Around this new literacy requirement, Gilster (1997) proposed "Digital Literacy" for the first time in 1997.

After extensive discussion and research, the connotation of digital literacy has been rapidly developed and deepened. In order to clarify the development direction of teachers' digital literacy, some countries and international research institutions have issued relevant research reports or frameworks. For example, in 2010, UK Future Lab released the report "Digital literacy across the curriculum" and held that the connotation of teachers' literacy should be closely combined with the teaching needs and practice of the subject (Jones, R. 2016). In 2017, European Union published the Digital Competence Frame for European Educators, empowering learning from professional engagement, digital resources, teaching and learning, assessment and stipulating the basic digital literacy of teachers and the specific digital literacy in subject

teaching (Jurida, S. H. et al. 2016). In 2019, UK released the Digital Teaching Profession Frame, composed of subject teaching, evaluation, accessibility and inclusion, self-development. In 2022, the University of Cambridge made a digital literacy primer for teachers and education administrators, stating that digital literacy consists of a range of skills, mainly including search and creating digital content with tools, solving problems and innovation, online sharing and interaction, online safety and health.

To sum up, foreign institutions or academics agree that teachers' digital literacy mainly includes digital thinking, digital skills and digital teaching competence, digital ethics and security, but the differences of characteristics and goals in regional education development contribute to different interpretation of the connotation of teachers' digital literacy.

2.2 Domestic research on the digital literacy of English teachers

As the process of integrating technology into education is constantly changing, our country, the requirements and priorities for teachers in different periods vary a lot, which provides reference for explicit connotation of Chinese teachers' digital literacy.

In 2014, the Standards for Information Technology Application Ability of Primary and Secondary School Teachers (Trial) guides teachers' promotion and development. Therefore, at that time information technology application skills for teachers are the main requirements and focus, including the ability to apply information technology to optimize classroom teaching and change learning styles.

With the surge of innovation in education and teaching supported by information technology, information technology has a fundamental influence on education and teaching and changes the environment, mode, concept and culture of education gradually. To promote teachers to proactively adapt to the changes of the educational system, the Ministry of Education released the "Education Informatization 2.0 Action Plan" in 2018, requiring the transformation of teachers and students' application ability of information technology to their information literacy.

Digital literacy is the extension and change of information literacy in the digital age, and the heterogeneity of the two is mainly reflected in the emphasis on different literacy and skills in different ages. In 2022, the Ministry of Education developed and released the standards of Digital Literacy for Teachers to empower teachers to use digital technologies to optimize, innovate and transform education activity awareness, competence and responsibility, which puts more emphasis on digital literacy. The standard points out teachers' digital literacy refers to the consciousness, ability and responsibility that teachers have in using digital technologies to acquire, process, use, manage and evaluate digital information and resources, discover, analyze, and solve problems related to education, optimize, innovate, and change educational and teaching activities.

3. Exploration of the digital literacy of English teachers

Through the analysis of the digital literacy of teachers and the interpretation of A Guide to College English Teaching (2020) and New English Curriculum Standard, the author tries to explore the core digital literacy of college English teachers. On the basis of the existing digital literacy framework and the reality of college English teaching in China, this author considers that college English teachers' digital literacy should include digital consciousness, digital technology knowledge and skills, digital application, digital social responsibility and professional development.

3.1 Digital consciousness

Digital consciousness refers to the basic consciousness that English teachers should acquire in teaching. To be specific, English teachers should be aware of the great values of digital technology in China's development and education innovation, as well as the impacts and challenges brought about by the rapid development of digital technology. What's more, English teachers should be willing to actively learn and use digital resources, take the initiative to explore and innovate educational digital practice. Finally, they should be confident and determined to overcome difficulties and challenges in digital education and teaching.

3.2 Digital knowledge and skills

Digital knowledge and skills lay a solid foundation for the deep integration of digital technology and education and teaching. Digital knowledge mainly requires English teachers to understand some common concepts and basic principles related to digital technology. On the

one hand, digital skills require English teachers to master the principles and methods of selecting digital resources such as digital equipment, software and platform in teaching. On the other hand, teachers should be familiar with the use of digital equipment, software and platforms commonly used in education and teaching and be able to solve basic technical problems.

3.3 Digital application

Digital application reflects the comprehensive competence, which is the core content of teachers' digital literacy. It is involved in digital teaching design, implementation, assessment and digital collaborative education.

Digital teaching design requires English teachers to use digital technology resources to analyze students' learning and effectively acquire and manage digital educational resources. In addition, English teachers should be able to design digital teaching activities according to teaching objectives.

The implementation of digital teaching requires English teachers to conduct teaching activities, regulate and optimize the teaching process, and support individualized teaching with the help of digital resources.

Digital assessment requires English teachers to select and use the assessment and collection tools reasonably, adopt appropriate data analysis models, and present and interpret academic data analysis results with the help of digital tools.

Digital collaborative education requires English teachers to pay attention to the cultivation of students' digital literacy, conduct moral education and mental health education, and achieve more effective collaborative education.

3.4 Digital social responsibility

Professional development is the basic moral quality requirement for teachers in the digital society as well as a necessary prerequisite for the sustainable development of digital education. It includes law and moral based norms and digital security. Teachers should consciously regulate their own online behavior and jointly maintain a positive and healthy network environment.

3.5 Professional development

Professional development refers to the ability to use digital technologies and resources to promote individual sustainable development and collective growth, including digital learning and research, digital teaching research and innovation.

4. Conclusion

According to the above analysis, college English teachers can have an explicit understanding of digital literacy, and it is urgently needed to cultivate their digital literacy so as to promote China's international communication power and influence in the world.

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