

# Digital Literacy in Saudi Tertiary EFL Context: Perspectives of Students and Potentials for Listening Skills

Rand K. Alduwayghiri<sup>1</sup> & Saad G. Aljebreen<sup>1</sup>

<sup>1</sup> Department of English Language and Literature, College of Languages and Humanities, Qassim University, Qassim, Saudi Arabia

Correspondence: Rand K. Alduwayghiri, Department of English Language and Literature, College of Languages and Humanities, Qassim University, Qassim, Saudi Arabia.

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## Abstract

Technology is regarded as a vital aspect in modern society, revolutionising various fields. Consequently, evolutionary knowledge and skills raise in this paradigm, referred to as digital literacy. The necessity to reveal the influence in EFL, English as a foreign language, context is fundamental. The exploration seeks to examine digital literacy perspectives of 117 Saudi undergraduate EFL learners enrolled in English Language and Translation bachelor's programme at a Saudi university. It also scrutinises the prospects for improving English listening skills. To achieve the exploration objectives, mixed-method approach is integrated via adopted questionnaires from scholarly work (Mudra, 2020; Najmi & Navaee Lavasani, 2021; Ng; 2012a; Ng; 2012b; Yukselir & Yuvayapan, 2019) with minor adjustments. Findings demonstrate EFL learners' confidence to their digital literacy skills. They reveal high confidence to solving technical difficulties; conversely, the least positive positioning denotes towards literacy to web relevant activities. Findings advocate for the benefits of listening skills, especially for pronunciation and vocabulary improvement, authentic materials for learning, language learning motivation, and access to entertaining educational materials. The exploration serves endeavour to subsequent academic and pedagogical implementations.

**Keywords:** digital literacy, EFL perspectives, Saudi higher education, young adult

## 1. Introduction

During the past two decades, information and communication technology, ICT, has evidently revolutionise multiple fields as a result of the popularity of information technology, IT (Çakici, 2016). Asabere and Enguah (2012) demonstrate the backbone of ICT in vast proper categories of equipment and procedures for the constructions, creation, transformation, processing, and accumulation of information in altered forms. i.e. texts, videos, data, and graphics. Due to the increased recognition of ICT in these two decades, ICT is regarded as substantial for EFL, English as a foreign language, teaching and learning practices. The intrinsic competency of ICT that empowers individuals utilise ICT effectively is evolving as a new type of the twenty-first century knowledge, commonly known as digital literacy (Dudeney & Hockly, 2016).

Digital literacy is a newly ascending notion indicating the aptitude to employ technology (Tang & Chaw, 2016) in addition to other factors including the competency in socially accepted proper behaviours within vast digital means (Bezemer & Kress, 2016). As the necessity of digital literacy becomes apparent, the call to disclose various comprehensions and connectivity receives an increasing contemplation within scholarly endeavour. The present investigation looks at the perspectives of digital literacy in Saudi EFL context. The disclosure to the perceptions of digital literacy leads to major influences in enhancing EFL learner's experiences and increased outcome.

### 1.1 The Statement of the Problem

The exploration examines EFL learners' perspectives of digital literacy and prospects to listening development. The demand unveils the positionings of digital literacy as fundamental in Saudi EFL settings. Dudeney and Hockly (2016) refer to digital literacies as "the ability of people to know how to operate these [digital] technologies, and to use them safely, wisely and productively" (p. 115). Jolls (2008) illustrates the potentialities of digital literacy in many practices such as "accessing, analyzing, evaluating, creating and participating with

multimedia messages” (p. 2) through vast digital means. Yukselir and Yuvayapan (2019) advocate for the increasing demand in formal EFL educational procedures. Nevertheless, the main concern remains in the sensible implementation for language learning to increase EFL learners’ confidences and enhance English language skills. It presents the fundamentality to scrutinise digital literacy’s standpoints in EFL environment.

### *1.2 The Significance of the Study*

The examination is beneficial as it encompasses the perspectives to committed instructors for literacies’ employment in classrooms to uphold fruitful engagement and to endorse language learning results. Day and Kroon (2010) illustrate the learners’ support of digital literacy in classrooms practices since they appear to be entertaining, appealing, and pedagogically rewarding. Digital literacy fulfils a vital function in educational undertaking. Cviko et al. (2012) reveal uncertainty of some instructors towards the potentiation of language curricula with digital sources. The examination is essential to gain insight by displaying the positionings of learners. In addition, several scholarly contributions have been devoted towards digital literacy prospects for English listening skills (Najmi & Navace Lavasani, 2021; Mudra, 2020; Shahrokni, 2018). The justification for this exploration is the sophistication of listening skills as receptive skills. It leads to the demand of investigating the practicalities of technology for listening as a significant fragment in learning (Hedge, 2000).

### *1.3 Research Questions*

This exploration tends to answer the proceeding questions:

- (1) What are the perspectives of undergraduate learners to digital literacy in Saudi EFL settings?
- (2) How do Saudi EFL learners view digital literacy prospects to listening skills?

## **2. Review of Literature**

### *2.1 Digital Literacy Definitions*

Digital literacy retains vast underlying connotations. Scholars provide different definitions to this knowledge. Gilster (1997) provide one of the earliest descriptions of digital literacy, computer literacy, as varied computer utilisations to reach requested information. Eshet-Alkalai (2004) illustrates it to the extent of handling divergent technological equipment for a particular goal. It is also tied up with other forms of knowledge. Hsu and Wang (2010) indicate an interconnection of this literacy to linguistic skills as the ability to comprehend and communicate digitally in addition factors such as writing, vocabulary construction, and the delivery of the underlying message.

The paradigm extends to concentrate on the cognitive capacities. McCord (2015) demonstrates the skills in the inclusion of comprehending and creating information via vast digital equipment. Ozden (2018) elucidates the mastery of reaching the information in vast digital environments. It is evident due to the enormous quantity of resources existed digitally. Spires et al. (2019) portrays digital literacy as encompassing various components. The components lead to the construction of multiliteracy. McCord (2015) renders multiple literacies to the comprehension beyond standard meaning, e.g. gaming literacy, digital literacy, and multiliteracy.

### *2.2 Digital Literacy: Multi-Literacy*

Different explanations of digital literacy skills arise in multiple approaches. Eshet-Alkalai (2004) illustrates digital literacy in a five structured framework as interconnected to the individual intellectual skills, i.e. photo-visual literacy, reproduction literacy, information literacy, branching literacy, and socio-emotional literacy. Dudeney et al. (2013) examine the new literacies in four primary branches: language, information, connections, and (re)design. Digital literacy components are further demonstrated by Belshaw (2011), namely with cultural, cognitive, constructive, communicative, confident, creative, critical, and civic literacies. The portrayal of digital literacy is vital for emphasizing multiliteracy.

Ng (2012b) introduced a conceptual three-dimensional framework to digital literacy which is substantiated in the ongoing exploration. The following dimensional descriptions are derived from Ng (2012b):

- (1) The technical dimension: the practical effective skills employed in ICT effectively.
- (2) The cognitive dimension: the digital implementation of critical thinking when searching and evaluating information in ethical, virtuous, and lawful manner.
- (3) The social-emotional skills: the practicality of socialization and communication as well as learning digitally.

According to Dudeney et al. (2013) and Belshaw (2011), the skills pertaining to information search process are regarded as essential skills. Additionally, a central knowledge digital literacy dimensions represents sophisticated literacy, known as critical literacy (Ng, 2012b). It is the critical evaluation skills of digital information (Ng,

2012b). The implementation of digital literacy is vital as it leads to a comprehensive understanding in profound manner structurally. Tang and Chaw (2016) express that the benefits of high digital literacy skills keen to be concluded in a better grasp of concepts in lieu of solely accessing digital resources.

### *2.3 Digital Literacy Perspectives*

The notion of digital literacy is explored by many scholars. Bataineh and Baniabdelrahman (2006) examine the diverse perspectives of 210 EFL learners regarding the learners' perceptions as well as the relevant limitations. The results reveal pupils' adequacy in most computer skilfulness, albeit little hesitancy in database creation and PowerPoint management (Bataineh & Baniabdelrahman, 2006). In a similar scope, Ng (2012a) observes 51 learners' perspectives via questionnaires based on the three-dimensional frameworks (Ng, 2012b). The sufficiency of digital literacy dimensions is concluded where the cognitive dimension receives strong affirmation as contrasted with mild optimistic stance to the remaining dimensions (Ng, 2012a). Ozden (2018) unveil similar outlook of 317 EFL learners of Ng (2012a) and Ng (2012b) which is optimistic to cognitive, then technical and social factors. Further exploration is attained for language learning.

Digital literacy understandings are substantial in EFL contexts. Yukselir and Yuvayapan (2019) examine digital literacy perspectives of EFL learners. The conclusions suggest learners' affirmation to their digital literacy skills in finding and evaluating desired information (Yukselir & Yuvayapan, 2019). On the other hand, Eryansyah et al. (2019) point out the low level of EFL learners of digital literacy. The findings unveil restrictions including improper ICT applications in language learning process and restricted access to internet, equipment, applications, and training. Hence, the illustration of students' understandings of digital literacy is reflected in their application for language-learning development.

### *2.4 The Positive Influence in Listening Skills*

Digital literacy contributes to listening skills' improvement. One privilege is evident in rich authentic materials. Avila Castillo and Criollo Vargas (2023) advocate that accessible authentic materials contribute to enhancing listening comprehension via increased satisfaction and motivation, interaction initiation, content prediction, and identifying main ideas and primary vocabulary. Abdulrahman et al. (2018) affirm the listening comprehension progression via authentic materials and interesting activities, i.e. listening exercises and meaningful tasks, which increase language learning motivation. The authentic materials, such as videos, unveil to be easily available and accessible to EFL learners (Shahrokni, 2018). It appears to be beneficial in EFL context. Najmi and Navaee Lavasani (2021) investigate the positive effects of digital materials among 30 EFL learners. The results reveal increased listening comprehension with the aid of factors such as authentic materials for EFL context (Najmi & Navaee Lavasani, 2021).

Digital literacy skills are perceived as advantageous from many angles. Pronunciation skills are further advanced as well. Gonulal (2020) unveil undergraduate EFL students' improvements in their pronunciation via extensive listening skills. Mudra (2020) scrutinises the prospects from EFL learners' perspectives. The benefits are concluded to be unrestricted to listening skills as other language learning skills are enhanced in offering persistent learning scopes, authentic materials, motivation, and collaboration with instructors and peers (Mudra, 2020). By examining prior investigations and literature, it is significant to conduct the exploration in Saudi EFL context.

## **3. Method**

### *3.1 Participant Characteristics*

The examination explores EFL learners' perspectives of digital literacy. The participants involve 117 Saudi students from a tertiary educational institution. The students are enrolled in the English Language and Translation bachelor's programme. The selection of the participants is practical as it aims at providing a comprehensive output of the learners' perspectives in EFL context.

### 3.2 Data Collection Tool

To fulfil the study's aims, the mixed-method approach is adopted via questionnaire. Mixed-method approach is beneficial as it strengthens investigation outcome with quantitative and qualitative incorporation (Mill & Gay, 2019). The study employs questionnaire which are adopted from recent scholarly work (Najmi & Navaee Lavasani, 2021; Ng, 2012a; Ng, 2012b; Yukselir & Yuvayapan, 2019; Mudra, 2020) and slightly modified to provoke Saudi EFL learners' outlooks. It involves 10 close-ended items to assess the perceptions (Ng, 2012a; Ng, 2012b) and 18 close-ended items to explore the benefits for listening skills (Najmi & Navaee Lavasani, 2021) with 3 open-ended questions for further examination (Yukselir & Yuvayapan, 2019; Mudra, 2020). The five-point Likert scale is implemented where every item receives a single allowing arrangements of strongly agree, agrees, undecided, disagree, or strongly disagree. The questionnaire is valid via seven experts' consultations and pilot testing among thirty additional participants prior to the primary investigation. The overall Cronbach Alpha Coefficient is reported as ( $r=0.847$ ) and indicates a high degree of reliability. The questionnaire abides the ethical considerations via consent forms and the avoidance of harm or personal items in the instrument.

### 3.3 Data Analysis

After the collection process, data are analysed for investigative attainments. The Statistical Packages for the Social Sciences (SPSS) programme is employed for conducting the quantitative findings and statistical information. The five choices of the close ended questions in every questionnaire item are given values. Table 1 unveil the numerical values for closed-ended analysis of items. To judge the positioning of the perspectives for every mentioned characteristic in every item, overall value of an item that is above the median, i.e. 3.00 value, is regarded as positive with different rates as it is closer to the highest value, i.e. 5.00 value. Opposingly, the negative stances are regarded in values lower than 3.00 to 1.00 values, the lowest probable value, with a degree as well.

Table 1. The Numerical Criteria for Quantitative Analysis

The Statement	Value
Strongly Agree	5.00
Agree	4.00
Undecided	3.00
Disagree	2.00
Strongly Disagree	1.00

Note. Values are incorporated for quantitative analysis in SPSS programme to obtain results.

The qualitative analysis is inspected with extreme attentiveness to reach investigation objectives. Initially, pseudonymous numbers are assigned to participants. The data set is reviewed then arranged multiple times depending on recurring themes. The categorization is significant and contribute to upholding investigative argument in logical manner (Guest et al., 2012). It is beneficial to achieve the aspired sequences.

### 3.4 Procedures

Initially, participants ought to kindly fill the questionnaire during adequate time to capture the study's objectives. The participations are accepted solely if the participants consent to participate in the study. Participants are informed about the study objectives proceed to the investigation. After the collection process, quantitative raw data will be further scrutinised with the aid of specialised programs, SPSS, in order to retain findings of the investigation. The qualitative raw data will be thoroughly inspected to unveil major themes and particularities to construct the comprehension of the EFL learners' digital literacy.

## 4. Findings

### 4.1 Positions of Digital Literacy

The operational research approach is substantial to unveil different perspectives. Both quantitative and qualitative findings are attained in slightly modified implemented instruments from Ng (2012a) and Yukselir and Yuvayapan (2019). Table 2 show EFL learners' positionings of digital literacy.

Table 2. Digital Literacy Perspectives (N=117)

No	Element	Mean	SD
A.	The Technical Dimension of Digital Literacy		
1.	Ability to handle technical difficulties.	4.15	.660
2.	Learnability of modern technology.	4.34	.627
3.	Constant knowledge of essential technology.	4.08	.957
4.	Familiarity with various technological equipment.	3.90	.802
5.	Sufficient ICT skills ownership.	4.41	.658
6.	Ability to employ ICT skills for learning and production.	3.87	.996
B.	The Cognitive Dimension of Digital literacy		
7.	Research and evaluation skills of obtained information online.	4.27	.735
8.	Awareness with activities relevant to cyber security, navigation issues, and plagiarism.	3.20	1.090
C.	The Social-emotional Dimension of Digital Literacy		
9.	Peer collaboration ability via learning activities.	4.37	.784
10.	Seeking assistance ability from acquaintances digitally.	3.83	1.240

Note. Items are adopted from Ng (2012a, p. 1070) work based on Ng's (2012b) and slightly modified for exploration purposes.

Participants view digital literacy positively as apparent in table 2. The highest positive stances denote to obtaining good ICT skills, interaction with colleagues, and adoption with new technology easily, i.e. item five, nine, and two. It is worth noting that item four, six, and ten, including being familiar with different technology, creation skills using ICT, and abilities for peer contact for support, are, although reported positively, at a lower rate compared to the remaining items. Additionally, participants reveal different shades of understandings to digital literacy. Many participants assert the concept of digital literacy as tied to the familiarity of technology which is narrowed down to the ability to use digital devices.

“It is the familiarity about communication technology and the correct utilisation” (Participant 115).

“The ability to access and deal with digital technology” (Participant 114).

Participant 115 promotes the appropriate utilisation of ICT. The access to the equipment appears to be fundamental as proclaimed by participant 114. Digital literacy conception is interconnected to accessible programs, applications, and internet.

“Information a person has about technology and the internet and knowing how to handle it easily” (Participant 117).

“Knowing about digital data like apps and webs” (Participant 88).

According to participant 117, the literacy is coined via technology and internet. Participant 88 signifies the knowledge to handling the applications. Another fundamental factor that shapes digital literacy is the ability to learn with the aid of technology.

“How to use technology to gain knowledge” (participant 16).

“Learning through credible sources online” (Participant 12).

Participant 16 asserts the need to access the knowledge digitally. It is apparent since many credible resources are available for learning as illustrated by participant 12. Digital literacy understandings are further enhanced to sophisticated critical skills as well.

“The individual's ability to find, evaluate, synthesize, and make use of information clearly” (Participant 15).

“The ability to search and view various digital materials easily” (Participant 111).

Participant 111 describes digital literacy as being able to find materials efficiently. Participant 15 indicate the necessity of synthesizing and evaluating information accurately. It leads to reaching desired digital materials. The type of the utilised tool signifies the impact in learning.

“It is the effective use of smart devices and their features” (Participant 50).

“Modern technology used for learning easily” (Participant 77).

“It’s another way of learning new things in much more fun way” (Participant 58).

It is fundamental to maximise the effectiveness of technological devices as stated by participant 50. Participant 77 elicits the learning process as easy due to technological innovation. It is perceived as entertaining by participant 58. Digital learning materials directs EFL learners to improve their skills in many beneficial measures.

#### 4.2 Potentials for Listening Skills

The learners’ prospects towards improving English listening skills are shown in table 3 via slightly modified instrument from Najmi and Navaee Lavasani (2021).

Table 3. Digital Literacy Prospects for Listening Skills (N= 117)

NO	Feature	Mean	SD
1.	General listening skills’ improvement.	4.26	.778
2.	Enhanced motivation.	4.31	.803
3.	Less comprehension difficulties.	3.91	.868
4.	Availability of English authentic materials.	4.49	.664
5.	Entertaining digital activities.	4.23	.826
6.	Ease of use.	4.28	.763
7.	Time efficiency.	4.32	.729
8.	Adequate digital material’s duration.	4.01	.885
9.	Enriched vocabulary.	4.32	.667
10.	Future prospects for EFL teaching.	4.52	.677
11.	Preference and consistent usage.	4.10	.813
12.	Learning the correct pronunciation.	4.47	.701
13.	Rich exploration opportunities.	4.11	.888
14.	Preference of learning via digital environment.	4.05	1.105
15.	Ability for the creation of digital materials.	4.04	.824
16.	Eagerness to own digital materials on smart phones.	4.04	.813
17.	Comprehensible pronunciation of digital materials.	4.15	.833
18.	Exposure opportunities.	4.63	.550

Note. Items are adopted from Najmi and Navaee Lavasani (2021, p. 621) and slightly modified for exploration purposes.

According to table 3, participants advocate for the potentials of digital literacy in their English listening skills. EFL learners demonstrate benefits with confidence for many aspects such as learning pronunciation, vocabulary, motivation, and prospects for listening teaching. The listening comprehension difficulty degree appears to encounter minimal rate compared to the remaining items, although regarded as positive. The opportunities are investigated in more depth qualitatively with open-ended questions derived from Mudra (2020) with minor adjustments. Digital literacy skills facilitate EFL learners’ improvement of listening comprehension.

“They [digital literacy skills] help me to strengthen my listening understanding” (Participant 65).

“By searching and listening to resources that ask some questions to ensure correct listening” (Participant 99).

Participant 65 advocates that listening materials contribute greatly to sharpening the understanding. One suggested method for checking listening comprehension is introduced by participant 99 via providing post listening questions and activities to check their understandability. EFL learners can employ their digital literacy skills to enhance vocabulary comprehension. Different forms of language varieties are readily available for learners digitally as well.

“I learn new vocabulary and how to pronounce some words” (Participant 58).

“It [Technology] helps me to be familiar with vocabularies and accents” (Participant 104).

According to participant 58, technology facilitates improving pronunciation and vocabulary. It exposes EFL learners to the opportunities of different language varieties in an efficient manner as promoted by participant 104. Hence, EFL learners are eager to utilize digital materials.

“Using various applications and methods for learning” (Participant 49).

“The availability of various programs that are beneficial to develop listening skills” (Participant 92).

It is worth noting that technology provides rich authentic materials and applications that allow the employment of different methods for learning as indicated by participant 49. The accessibility to advantageous programs is a vital factor for the enhancement of listening skills. The availability of countless ranges of programs increases the intensity for learning listening skills.

“repetition” (Participant 59).

“By practicing” (Participant 68).

Technology provides the element of consistency for learning as well. It is achievable via constant drill and practice as raised by participant 59 and participant 68. The encountered content for learning contributes greatly as well.

“I always try to listen to something fun” (Participant 67).

“By searching for suitable materials” (Participant 105).

EFL learners are encountered with multiple opportunities to improve their listening skills as a result of the access to digital materials. Participant 67 illustrates the improvement via digital entertaining materials for listening. Learners can access proper materials for learning efficiently as promoted by participant 105. Consequently, EFL learners advocate to the prospects of their digital literacy skills to enhance English listening skills.

## 5. Discussion

The exploration aims to unveil Saudi EFL learners' various perspectives of digital literacy following relevant investigative paths of the work of Ng (2012a), Ng (2012b), and Yukselir and Yuvayapan (2019). Results demonstrate confidence in digital literacy dimensions which is in line with Ng (2012a) and Ozden (2018). Furthermore, digital recreation capabilities are viewed positively at a lower rate compared to the remaining characteristics. The concept appears to be tied with the used equipment. Similarly, Bataineh and Baniabdelrahman (2006) illustrate that EFL learners are confident with their computer literacy skills. A lower level of proficiency is demonstrated in terms of production skills, such as creating PowerPoint presentations (Bataineh & Baniabdelrahman, 2006). Findings demonstrate the stances of other digital literacy competencies.

A great level of confidence is evident towards browsing and assessing information accessed technologically. It is in accordance with Yukselir and Yuvayapan (2019). Findings advocate to the necessity of learning using digital literacy skills as well. According to Ng (2012b), Dudeney et al. (2013), and Belshaw (2011), information is attained via the process of online navigation and evaluation. The confidence level for enhancing digital literacy skills, especially digital analysis and evaluation of information, is central to fulfilling a particular purpose. In a similar vein, Yukselir and Yuvayapan (2019) reveal that undergraduate EFL learners' understandings of digital literacy skills in finding and evaluating information. Hence, it is fundamental to employ digital literacy in the learning process in formal EFL contexts. It aligns with Eryansyah et al. (2019).

Digital literacy provides multiple prospects to improve English listening skills. The benefits are evident in pronunciation skills and vocabulary comprehension. Gonulal (2020) illustrates accurate pronunciation of English terms because of sufficient digital exposure. Avila Castillo and Criollo Vargas (2023) advocate for lexical enrichment. Technology appears to provide a significant amount of authentic digital listening materials which is in line with Abdulrahman et al. (2018), Avila Castillo and Criollo Vargas (2023), Mudra (2020), and Najmi and Navaee Lavasani (2021). Shahrokni (2018) advocates for language skills enhancement as a result of sufficient available authentic materials. In addition, the enhancement of learning motivation appears to be reinforced as well.

With the aid of technology, language learning motivation receive considerable increasement. Avila Castillo and Criollo Vargas (2023) and Abdulrahman et al. (2018) report similar findings with regard to language learning motivation. The comprehension level appears to be reinforced positively via digitally accessible materials. It is corresponding with scholarly endeavour (Abdulrahman et al., 2018; Avila Castillo & Criollo Vargas, 2023). Najmi and Navaee Lavasani (2021) prise the employment in EFL context. As a result, digital literacy contributes greatly to language learning and teaching.

### 5.1 Limitations of the Study

The investigation examines digital literacy perspectives and potentials for English listening skills from Saudi EFL tertiary learners' viewpoints. The study highlights the value of the explored perspectives; nonetheless, it acknowledges limitations as well. Findings are attained from Saudi EFL learners studying at one university in Saudi Arabia. Additionally, participations are collected from tertiary students enrolled in one programme, i.e. English Language and Translation bachelor's programme. The conclusion does not imply the generalizability of the findings. Findings are applicable within the scope of the current investigation.

### 5.2 Future Implications

The exploration encompasses future trajectory of scholarly pursuits in addition to offering insights for educational decisionmakers. EFL learners show a considerable confidence of their views to digital literacy. It is critical to provide more encouragement to adopt digital literacy skills in language learning within curricula, lesson plans, and classroom activities. The examination and assessment deem to enhance language learning outcome. Additionally, the technological advancements contribute to improving English listening skills. Upcoming direction should take it into consideration progressively in formal and informal educational settings. It calls for explorative conducts in diverse EFL contexts as well.

## 6. Conclusion

The technological innovation appears to influence many dominant aspects, especially with regard to language learning. Digital literacy has emerged as well due to the distinct widespread. The exploration examines EFL learners' different perspectives of digital literacy. A questionnaire is integrated with minor adjustments from the work of Ng (2012b), Ng (2012a), and Yukselir and Yuvayapan (2019). It is concluded by the findings that EFL learners view their digital literacy skills with confidence. Learners advocate for adequate digital practices with equipment to reach sufficient literacy skills (Eshet-Alkalai, 2004; Gilster, 1997). It yields language learning opportunities empowered by technology. Indeed, it provides limitless prospects to enhance language learning skills.

The exploration identifies several potential facets for English listening skills. Based on implemented modified questionnaire from scholarly work of Najmi and Navaee Lavasani (2021) and Mudra (2020), results unveil the effectiveness in enhancing listening competency. Predominantly, EFL learners report developments in areas including vocabulary and pronunciation. The benefits are further substantial as a result of the English authentic materials directed for listening purposes. The availability of digital materials encourages learners to advance the motivation for language learning and the opportunity of learning consistency (Mudra, 2020). Results present the positionings to digital materials' understandability, albeit at a lower rate comparing to the remaining factors. Hence, digital literacy paves the academic and scholarly trajectory of EFL teaching and learning.

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