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EMPOWERING TEACHERS AND LEARNERS WITH DIGITAL AND INFORMATION LITERACY

CURRENT ISSUES OF DEVELOPING DIGITAL AND INFORMATION LITERACY FOR ENGLISH LANGUAGE TEACHERS

Mach Buu Hien

Introduction

Digital transformation in education and training has become an indispensable trend because of its remarkable contributions to the improvement of the quality of management, teaching, and learning. In response to the current trend, it is crucial to enhance the digital and information literacy (DIL) for teachers so that they can be competent in accessing a wide range of multimedia resources to diversify their teaching materials and create more engaging learning environment (Biletska et al., 2021). For these reasons, the question of how teachers perceive the role of DIL in English language teaching and what challenges teachers are likely to encounter to ensure the effective process of teaching and learning are predominantly discussed in this review. Drawing on key scholarly articles, this review analyzes and synthesizes prevailing concerns about the DIL of English language teachers and their ability to leverage technological advances and challenges for the adoption of DIL for instructional activities and professional development are also considered.

Definition of DIL

According to Cordell (2013) there is a considerable overlap between the definition of digital and information literacy. Digital literacy is more recently conceptualized than information literacy and both of them are considered as the combination of technical skills, critical evaluation, ethical issues, and communicative competence to integrate effectively digital tools into their pedagogical and educational practices (Fernández–Otoya et al., 2024; Cordell, 2013). In the era of digital and information technology, teachers are required to develop their fluency in using digital tools as well as locating, evaluating, synthesizing, and ethically utilizing information for educational and pedagogical purposes.

Teachers' Digital and Information Literacy

Despite the recognition of the importance of DIL in English language teaching, there remain remarkable gaps in teachers' digital and information literacy and competence across different teaching contexts and regions. In the light of teachers' perspectives, most research reveals that teachers are highly aware of the crucial role of DIL and possess positive beliefs in the DIL application into classroom practice (Deiniatur et al., 2024; Fahad, 2025; Fernández-Otoya et al., 2024; Huang, 2024; Lei and Jiang, 2025). They also find that teachers' digital literacy and competence is positively associated with their self-efficacy, which refers to their confidence in the integration of DIL in classroom practice (Fahad, 2025). In other words, the ease of using digital applications affects how teachers view the value of digital literacy (Deiniatur et al., 2024).

These research studies additionally show that teachers' DIL and competence is not really high, which is ranked from the average to intermediate level. Particularly, the study conducted by Faloye et al. (2021) indicates that English language teachers' digital competence in applying viewing representing skills is supposed to be average level. Meanwhile, in a different research teachers' digital competence is rated at an intermediate level and they are ready to use digital technologies for their professional activities (Lei and Jiang, 2025).

Moreover, it is reported that English language teachers acquire solely basic digital skills, including word-processing, email and standard use of LMS platform whereas they really need to advance their digital skills in content creation and collaboration platforms (Fahad, 2025). Another study to explore the digital competence of English tertiary teachers in Vietnamese contexts highlights that these target teachers are highly competent in adopting digital technologies for professional engagement, teaching and learning while they feel less confident in conducting digital tools for students' assessment and evaluation (Do & Nguyen, 2025).

Challenges for DIL instructions in English classroom

Although DIL instructions are rapidly integrated in English language classroom in different teaching contexts, teachers still find it challenging. According to Fernández-Otoya et al. (2024) and Lei and Jiang (2025), following are common challenges that teachers have:

- Insufficient continuous professional training for teachers
- Limited access to digital technologies and infrastructure
- Low confidence, motivation and self-directed learning
- Lack of institutional support
- Resistance to change

Therefore, to develop English language teachers' digital and information competence it is essential to take into consideration strategic plan for teacher professional training which focuses on language-specific digital tools. Besides, ensuring resource equity and institutional support plays an important role to enhance the integration of DIL in English language classroom.

Conclusion

The development of teachers' digital and information literacy presents both opportunities and challenges. Teachers' readiness for the integration of DIL instructions is of great importance for academic success and teachers should be provided not only adequate support from institutions and peers but also responsive to the updated digital technologies. Effective use of DIL empowers teachers to improve the quality of English language teaching.

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AI LITERACY: THE NEW FOUNDATION OF SELF–REGULATED LEARNING IN THE AI ERA

Luu Tung Quan

The Rise of AI-assisted in a self–regulated learning environment

In recent years, EFL learners have adopted AI tools such as ChatGPT, GrammarlyGO, and Duolingo Max as they provide fast and personalized feedback (Kristiawan et al., 2024). In a self-learning environment, this helps them feel more motivated since they can learn and review at their own pace without the fear of being judged (Brown, 1988). With the help of AI, self-regulated learning is becoming more flexible and appealing for EFL learners (Du, 2025).

However, when learners depend on AI for answers and explanations, they are hindered from setting goals, monitoring progress, and reflecting on their learning — core elements of self-regulated learning (Zimmerman, 2000). Over time, this can reduce persistence and develop a mindset that AI is the sole source of answers—thus preventing learners from developing independent learning strategies and handling difficulties (Fan et al., 2025).

Furthermore, AI outputs are inconsistent. Large language models like ChatGPT sometimes produce made-up content or cite sources that do not exist (Kasneci et al., 2023). If learners are unable to evaluate the information provided by AI, they may learn biases that affect future learning or even violate academic integrity (Stone, 2023). This raises the need for AI literacy—a set of skills that enable learners to interact with AI critically and constructively (Chiu et al., 2024). AI-aware learners see AI not as a "source of truth," but as a collaborative learning partner where knowledge is co-constructed and reinforced through the learner's own inquiry. The following section will propose four strategies to help self-regulate learners become aware of AI literacy in their self-learning.

Practical Strategies to Help Self-Regulated Learners Develop AI Literacy

1. Develop an Ethical Stance for AI Use

Before using AI, learners need to understand the discrepancy between positive uses (e.g., using AI to brainstorm or edit a draft made by the student) and deviant uses (e.g., having AI complete an entire assignment by itself) (Qiao et al., 2025). AI should facilitate, not replace, a student's thinking process (Szmyd & Mitera, 2024). In addition, learners must always maintain ethical boundaries, such as verifying the sources that AI uses and ensuring academic integrity (Lindskoug et al., 2025).

2. Set Purposeful Learning Goals Before Using AI

At the beginning of every session, learners should set the tone with their AI partner and set a goal that aligns with their needs. This is the forethought phase in self-regulated learning theory, involving setting goals and choosing strategies to meet them (Panadero, 2017). As Zimmerman (2000) explains, self-regulation depends on "self-generated thoughts and actions aimed at achieving a goal" (p. 15). Identifying specific goals helps learners focus and guide meaningful interactions with AI (Chang et al., 2023).

3. Practice Multi-Prompt Reflection with AI

Instead of immediately accepting the first output, should ask follow-up questions, request clarification, or request examples (Davar et al., 2025). According to Wang et al. (2025), asking open-ended questions encourages learners to explore multiple perspectives and reflect more deeply on the content. This kind of back-and-forth interaction turns the AI into a partner in the discovery process, not just an "answer giver" (Katsenou et al., 2025).

4. Cross-Check AI Outputs with Multiple Sources

As Yingzhe (2025) emphasizes, AI usage in education must be based on fact-checking and critical evaluation. Therefore, AI-generated results should be viewed as hypotheses, not final answers. Learners should be encouraged to verify information using credible sources such as textbooks, official grading criteria, or teacher feedback.. When learners understand and practice cross-validation, they increase their digital literacy and reduce their risk of adopting AI-generated biases (Zhang et al., 2025).

An Example for Applying AI Literacy Strategies in IELTS Task 1 Writing

A student was given an IELTS Writing Task 1 topic for homework and instructed to complete it with the help of ChatGPT. He had previously been taught the standard Task 1 structure: four paragraphs, 150 words minimum, and a 20-minute time limit. In addition, he was introduced to the four cognitive strategies for AI mentioned above, though he had not yet learned task-specific vocabulary or grammar.

The student started by setting a clear goal: He wanted to write a Band 7.0 Task 1 report based on a table. He then entered the prompt into ChatGPT and received a sample 6-paragraph report. After that, he followed up with reflective questions such as: "Why does this report have more than four paragraphs?" and "Is this structure practical in the real exam?"; These questions led ChatGPT to break down the writing stages which he noted for later use.

Next, he cross-checked the revised four-paragraph version on lexical and grammar based on the IELTS scoring rubrics. This helps him edit the AI's writing to better match his actual abilities.

Finally, he engaged in meta-reflection by asking ChatGPT to explain its reasoning behind paragraph structure and word choice. This helps him remember the planning logic and can apply it to the actual exam, thereby improving their approach to writing.

This exercise shows that, when learners are critical and intentional with AI, they unlock a lot of learning affordance that is not visible in a traditional classroom.

Conclusion: Reclaiming Autonomy in the Age of AI

As AI tools become more prevalent in classrooms, students need to be equipped with sufficient AI literacy to take control of their learning. The learners' stance should always be the thinkers, when the AI will be the doers. Four strategies are proposed in this article: maintaining an ethical stance, setting clear goals, using multiple prompts, and validating results so that

learners can adopt. They take control and turn AI into an active learning partner, rather than a sole source of answers. In the future, pilot studies could be carried out to evaluate the impact of the four strategies above on learner performance in asynchronous learning environments. Researchers can observe how students interact with AI and refine their practices to create a more personalized learning experience.
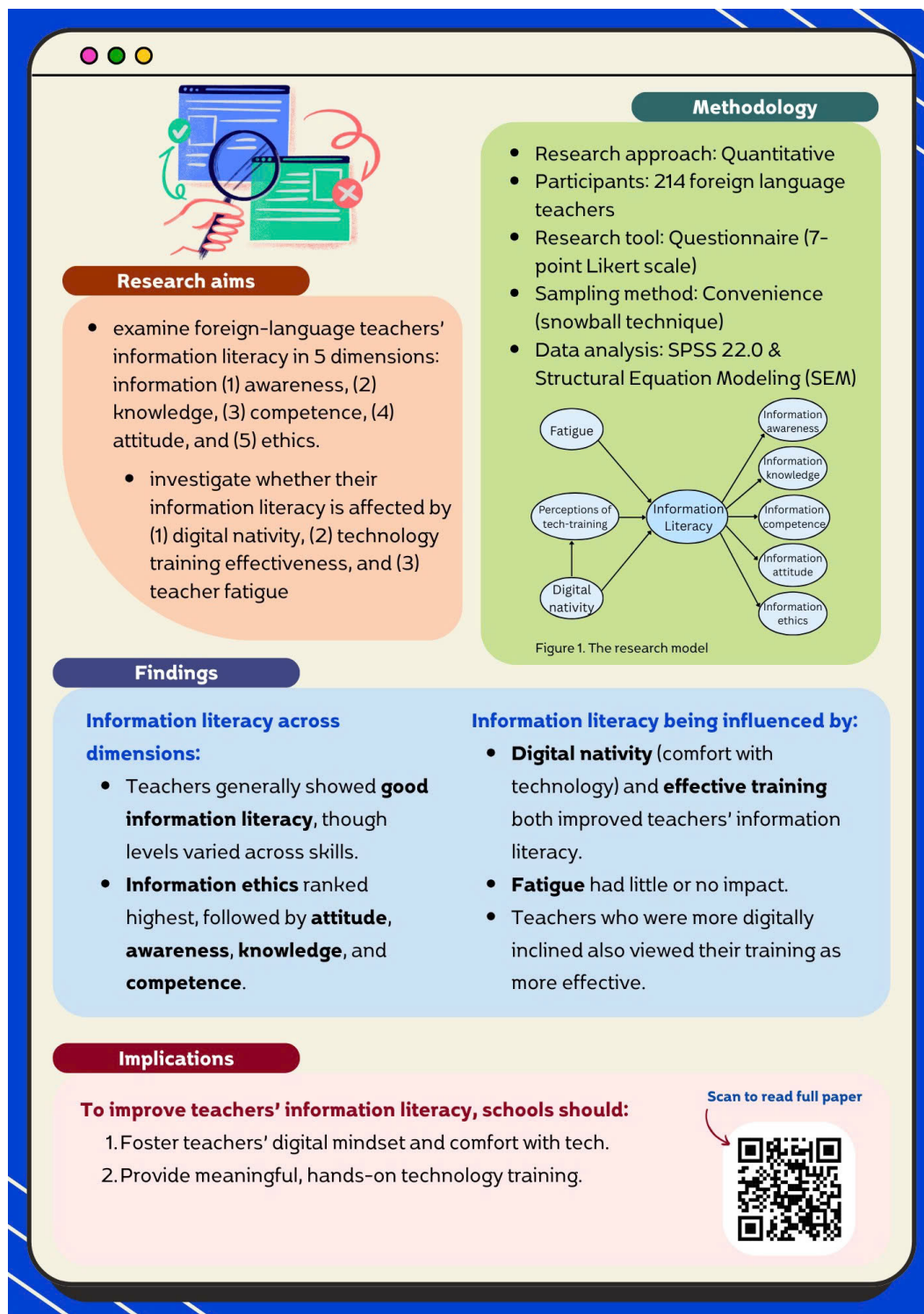
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EXAMINING FOREIGN LANGUAGE TEACHERS' INFORMATION LITERACY: DO DIGITAL NATIVITY, TECHNOLOGY TRAINING, AND FATIGUE MATTER? [1]

In order to examine and find out the key factors that affect Chinese university foreign language teachers' information, Huang (2024) conducted the empirical research and its significant results and implications for the enhancement of teachers' information literacy, which was summarized in the following infographic.

Research aims

- examine foreign-language teachers' information literacy in 5 dimensions: information (1) awareness, (2) knowledge, (3) competence, (4) attitude, and (5) ethics.
  - investigate whether their information literacy is affected by (1) digital nativity, (2) technology training effectiveness, and (3) teacher fatigue

Methodology

- Research approach: Quantitative
- Participants: 214 foreign language teachers
- Research tool: Questionnaire (7-point Likert scale)
- Sampling method: Convenience (snowball technique)
- Data analysis: SPSS 22.0 & Structural Equation Modeling (SEM)

Figure 1. The research model

Findings

Information literacy across dimensions:

- Teachers generally showed **good information literacy**, though levels varied across skills.
- **Information ethics** ranked highest, followed by **attitude**, **awareness**, **knowledge**, and **competence**.

Information literacy being influenced by:

- **Digital nativity** (comfort with technology) and **effective training** both improved teachers' information literacy.
- **Fatigue** had little or no impact.
- Teachers who were more digitally inclined also viewed their training as more effective.

Implications

To improve teachers' information literacy, schools should:

1. Foster teachers' digital mindset and comfort with tech.
2. Provide meaningful, hands-on technology training.

Scan to read full paper

[1] Huang, F.(2024). Examining foreign language teachers' information literacy: Do digital nativity, technology training, and fatigue matter?. *The Asia-Pacific Education Researcher, 33(4)*, 901-912. https://doi.org/10.1007/s40299-023-00797-z

NEWS

TESOL26 International Convention & Expo
SALT LAKE CITY, UTAH, USA
TUESDAY – FRIDAY | 24–27 MARCH

The TESOL2026 International Convention & Expo will be organized in Salt Lake City, Utah, USA, 24–27 March, which also remarks a celebration of TESOL's 60th anniversary. The conference offers a wide range of engaging professional development opportunities to English language teaching (ELT) professionals at all levels from around the world. It also provides countless opportunities to connect, learn, and grow in the field of English language teaching.

📅 March 24–27, 2026
📍 Salt Lake City, Utah, USA
🌐 https://www.tesol.org/in–person/

#KOTESOL2026

Call for Abstracts

2026 KOTESOL International Conference
Criticality, Innovation, and Compassion: Rethinking Language Education in Times of Change

Early-bird Submission
● Submission Opens:
September 20, 2025

● Submission Deadline:
November 15, 2025

● Acceptance Notification:
November 30, 2025

Regular Submission
● Submission Opens:
November 16, 2025

● Submission Deadline:
January 31, 2026

● Acceptance Notification:
March 1, 2026

Submission Link: https://koreatesol.org/ic2026/submission-form

KOTESOL 대한영어교육학회

May 16-17, 2026
Sookmyung Women's University
Seoul, South Korea

The 33rd Korea TESOL International Conference

The 2026 KOTESOL International Conference provides an excellent venue for educators, researchers, and practitioners to engage with the interconnected themes of **criticality, innovation,** and **compassion** as guiding principles for reimagining language teaching and learning.

📅 **May 16 – 17, 2026**
📍 Sookmyung Women's University, Seoul, South Korea
🌐 https://koreatesol.org/content/conference–venue–0

24th AsiaTEFL International Conference 2026
ELT in a Changing World: Global Challenges and New Opportunities

Venue: Xi'an Jiaotong University **Time:** 28 May 2026, Pre-Conference Day
29-31 May 2026, Main Conference Days

Organized by:
AsiaTEFL

Hosted by:
China English Language Education Association
School of Foreign Studies, Xi'an Jiaotong University

Sponsored by:
Foreign Language Teaching and Research Press
Center for Teaching and Learning Development, Xi'an Jiaotong University
National Research institute for Foreian Language Teaching Materials, Beiing Foreign Studies University

Xi'an
西安

The 24th AsiaTEFL International Conference on *"ELT in a Changing World: Global Challenges and New Opportunities"* will be organized at Xi'an Jiaotong University from May 28 to 31, 2026. The conference provides an opportunity for researchers and language educators to share and discuss how English Language Teaching is adapting to address urgent global needs by leveraging AI, innovation, and sustainable practices to generate significant social impact.

📅 May 28–31, 2026
📍 Xi'an Jiaotong University, China
🌐 https://www.asiatefl2026.org/

Online Training Course on AI for Educators

This online course will provide you with basic understanding of AI to exploring its current and potential applications in education. You'll learn about the types of AI, the challenges of implementing these technologies, and the latest trends in AI literacy for students. With a focus on accessibility, the course also highlights how AI can enhance learning experiences for all students. By the end of this course, you'll be equipped to select appropriate AI tools, use generative AI to create engaging content and advocate responsible AI use.

The course will cover the following modules:
- ❑ Module 1: Introduction to Artificial Intelligence
- ❑ Module 2: Utilizing AI for Educators
- ❑ Module 3: Responsible Use of AI in Education
- ❑ Module 4: Course Assessment

For further details, please go to the website: https://shorturl.at/gOnT3

Online Training Course on Digital Literacy: Succeeding in a Digital World

This online course provided you with essential digital knowledge, skills and practices, including digital identity, digital well-being, staying safe and legal, finding and using information and online tools, and dealing with information overload. You'll be encouraged to reflect on your own situation and to apply what you learn to real-life scenarios, using a digital skills plan to keep a record of progress.

After completing the course, participants will be able to:
- understand and be confident in your online identity
- choose and use the appropriate online tool for the task in hand
- use technology confidently and critically to achieve your study, work and life goals
- reflect proactively on your level of digital confidence, and identify steps for further development.

For further details, please go to the website:
https://www.open.edu/openlearn/openlearn/digital-computing/digital-skills-succeeding-digital-world/content-section-

Online Training Course on English for Media Literacy

This course has been specially designed for non-native English speakers interested in learning more about American media. You will study the different types of mass media, such as newspapers, magazines, television, and social media, and the role they play in our lives. This will greatly enhance your vocabulary and language skills needed to critically analyze what you read and watch in today's modern media.

After completing the course, participants will be able to:
- Describe what 'media literacy' means
- Explain how you can improve your own media literacy skills
- Recognize the differences between traditional media and social media
- Learn the vocabulary that's necessary in order to compare traditional media and social media
- Define the order of adjectives and using intensifiers
- Define the meaning of 'media bias' and several common types of bias
- Identify the importance of including people from various races, cultures and genders in mainstream media reporting

For further details, please go to the website:
https://alison.com/course/english-for-media-literacy

AI ASSESSMENT TOOLS FOR TEACHING

The following tools assist teachers in designing, delivering, and analyzing student assessments more efficiently.

Tool	Free plan / Basic Access	Key Features	Limitations
QuestionWell	Free version allows question generation (MCQs) from input text, limited reading length and features.	• Automatically generate quizzes and reading-based items • Good for differentiation and adapting materials • Export to many quiz platforms	• Question types beyond MCQs are limited in free version • Teachers need to review/edit generated items • Some integrations/features are paid
Pear Assessment (by Pear Deck Learning)	Free tier available for basic assessment creation and student monitoring; some advanced analytics/features paid.	• Live dashboards and real-time student data • Differentiated assignments per group • Variety of interactive question types	• Free version lacks full analytics and some enhancements • Requires reliable devices/internet for students • Some learning curve for setup and use

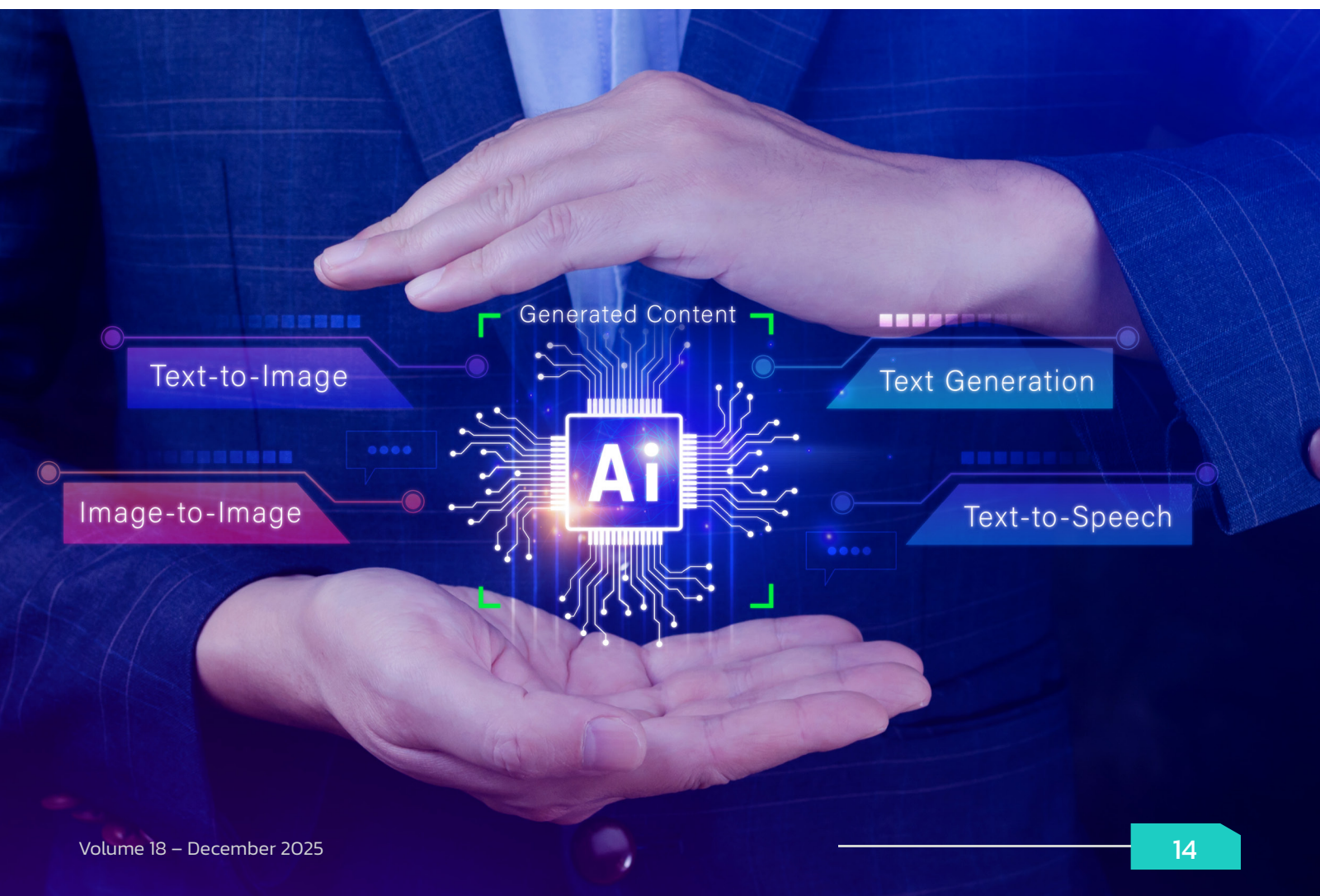## AI VIDEO GENERATORS FOR TEACHERS

If you're looking to create engaging lesson videos with minimal time and technical effort, these AI video tools may be useful.

Tool	Free plan / trial summary	Key strengths for teachers	Limitations
Canva (AI Video)	Free Canva plan; AI-video features partially limited (Pro needed for full access).	• Familiar if you use Canva already • Easy slides→video conversion • Large templates/assets library	• Key AI features often Pro-only • Asset/export limits on free plan • Some features region-locked
InVideo	4 exports/week, 1 avatar, free exports watermarked.	• Ready templates for lessons • Script → video workflow • Good for short weekly clips	• Watermarked outputs • Limited exports/avatars • Pro features behind paywall
VEED.io	Basic editing + auto-subtitles on free plan, exports up to 10 minutes (720p) with watermark.	• Easy subtitles & captions • Simple editing for recorded lessons • Quick trimming/annotations	• Watermark on free exports • Some AI tools paid only • Lower resolution on free plan

TEXT TO SPEECH (TTS) TOOLS FOR TEACHERS

If you need to create listening materials or voice-overs without recording your own voice, these AI text-to-speech tools can help.

Tool	Free Plan / Access	Why it's good for teachers
NaturalReader	Free online version: convert **text, PDFs, webpages** into realistic speech.	• Easy to use with minimal setup • Supports a variety of formats (text, PDF, webpage) • Good voice quality for student listening materials
TTSReader	Fully free web-tool: paste/upload text; **unlimited use** (with premium voice options optional).	• Excellent for straightforward audio generation of text • Great when you want students to listen to text (e.g., reading scripts or role-plays) • Simple interface, minimal teaching-tech overhead
ElevenLabs	Free plan includes **~10,000 characters/month** (~10 minutes of audio) using realistic AI voices.	• Very natural, expressive voice quality • Good for storytelling, pronunciation, and dialogue exercises • Allows audio download for easy lesson integration

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