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Research Article

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Decoding the Digital World: How Digital Literacy Skills Support Language Acquisition

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Abstract

Digital literacy is an essential component of language learning. This study aims to explore the way digital literacy skills can be used in supporting students' language acquisition by reviewing existing research. This paper focuses on how students' digital competences such as information and data literacy, communication and collaboration, digital content creation, safety and problem solving could help them in their language acquisition process. Articles from several sources are reviewed to analyse this problem. As a result of this study, this paper intends to explore how digital literacy skill could be used to support language acquisition, particularly discussing about the digital competences. The findings of this paper show that all of the elements of digital literacy can support students' language acquisition in many ways. Therefore, it is concluded that digital literacy in language learning is very important in the current education setting.

Keywords: Digital literacy; language acquisition; digital competence

1. Introduction

One of the most crucial skills in this digital age is the ability to use technology efficiently. Digital literacy is the term used to describe this skill, which is the capacity to locate, assess, and apply knowledge using digital technology. Digital literacy encompasses not just the usage of gadgets like computers and smartphones but also the ability to look up and utilize online resources for knowledge in order to solve issues, work together with others, and use digital technologies for learning and development. Law, Woo, Torre, & Wong (2018) define digital literacy as the capacity to use digital technologies for safe and suitable information creation, management, understanding, integration, communication, evaluation, and creation of content for employment, respectable jobs, and entrepreneurship. It encompasses competencies known under several names, such as media literacy, computer literacy, information literacy, and ICT literacy. It means having the ability to use a range of technologies to carry out tasks, find information, and resolve problems. It encompasses reading, writing, grammar, and syntax and is distinct from ordinary literacy. To prepare teachers to use technology in the classroom, general computer literacy—which includes knowledge of operating systems, word processing, spreadsheets, databases, and telecommunication—is insufficient. For every student to meet the high academic standards required of them, teachers must possess the knowledge and abilities to use the new digital tools and resources (Ghavifekr et al., 2016).

Undoubtedly, possessing personal electronic gadgets like computers and cell phones is now a must rather than a luxury for students. According to studies Kukulska-Hulme et.al., (2017), younger generations of students now have greater access to technology, and most students are generally familiar with the fundamental features of phones from a young age. Therefore, Zadorozhny and Yu (2019) insisted that teachers and instructors are expected to adjust and match their teaching methods with the best resources available as technology continues to develop. The fact that digital technology is becoming a necessary component of daily life is one of the social facts supporting the significance of digital literacy. For instance, students can now follow online courses, access a wealth of educational resources online, and work with classmates from all around the world. Additionally, students can participate in activities that call for creativity, strong communication skills, and problem-solving abilities thanks to digital technology. Literature statistics also demonstrate how well-equipped pupils are to handle the problems of the digital world when they have a high level of digital literacy. Moreover, in regards to English language learning, digital literacy is highly reliable. It is not only relevant and empowering for English language learners to acquire digital literacy skills, but it is also necessary. The majority of the digital content that students will encounter both today and in the future is written in English. Fortunately, there are countless possibilities to improve their English language skills and acquisition on the internet. A variety of abilities are required for digital literacy, including the ability to use sophisticated search strategies and select the best digital collaboration tools. Developing these abilities in a foreign or second language might be particularly difficult. However, teachers can support students by specifically incorporating the development of digital literacy into their English language instruction. This way, students will not only be able to hone their digital literacy skill but also improve their English language skills.

Matielo and Farias (2014) found that there has been constant discussion about the connection between digital literacy and language learning. Digital technology may help language acquisition, according to some, but they may also work against it, according to others (Hinrichsen & Coombs, 2014, Matielo & Farias, 2014). Examining the subtleties and larger implications of digital literacy in the context of language acquisition is crucial for navigating this difficult topic. Seen as the level of skills in operating digital technologies effectively, digital literacy may open promising ways for language learning (Nurhidayat et al., 2022). Recent technological advances that are at learners' disposal include myriad online resources, interactive platforms, and language-learning applications to support the process in the classroom. By providing students with opportunities for meaningful communication, immersive cultural representations, and real-world language use, these resources can improve their communicative skills (Yang et al., 2020).

Digital literacy does play a part in language learning, but it is not without its complications. As previously mentioned, incorporating technology into language instruction necessitates a change from traditional instruction to a more technologically advanced paradigm that incorporates a variety of material delivery methods. Therein lies the importance of equipping teachers with pertinent technological pedagogical content knowledge (TPACK) in the use of digital tools and resources in their teaching efficiently (Yang et al., 2020). In addition, Boussebha (2023) claimed that an increased usage of digital platforms and virtual learning environments may somewhat become alienating to learners who do not have the prerequisite skills for digital literacy, thereby somehow affecting the language acquisition process.

This study seeks to close a knowledge gap in the field of language education by exploring the way digital literacy skills can be used in supporting students' language acquisition. While efforts have been made to incorporate digital technology into language learning, little study has been conducted on digital literacy skills and how it is used in language acquisition, particularly discussing the digital competence. As a result, this paper intends to explore the connection between digital literacy skills

and language acquisition by reviewing existing research. This study focuses on how students' digital competence could help them in their language acquisition process.

2. Literature Review

2.1. Technology in language learning

Technology plays a significant role in language acquisition at all levels around the world. It is equally likely to be found in primary and adult education. From straightforward language lab usage, technology in language learning has begun to advance into more creative methods of teaching and learning languages, such as virtual reality, applications, and online platforms. Language learning applications, text-to-speech, online dictionaries, interactive multimedia, and AI-powered language tutors are examples of technologies that are now considered basic tools in the process of learning a language (LingoDigest, 2023). Electronic communication devices, including laptops, mobile phones, the Internet, the Global Communication System, and other technologies like webcasts, audio and video conferencing, videotelephony, and chat rooms, have also become an essential part of language education and have been used more and more in public spaces and education. Thus, technology-based learning, defined as the process of learning via the use of electronic technology, has emerged and significantly enhanced language learning, which is no longer limited to the typical classroom learning setting. It has immense educational potential both within and beyond the classroom milieu because it lets learners to readily access various instructional resources utilizing multiple educational platforms (Bećirović et al., 2021). It also facilitates learners' exposure to native speakers' courses and tutorials and their engagement in numerous online courses.

Ahmadi (2018) stated that technology gives students access to vital resources that promote collaborative learning and present engaging options for experimenting to improve language proficiency. Technology gives students access to a plethora of materials, including online dictionaries, language apps, and multimedia content. These resources augment typical classroom materials by allowing students to practice authentic language use. furthermore, through online platform, students can collaborate on projects, discuss and share ideas with peers from different backgrounds all over the world which help them in practicing the language while understanding the culture of their peers. Additionally, internet-based learning promotes students' autonomy and increases their motivation making the learning experience more student-centered. Therefore, nowadays, many schools now encourage students to use online resources to enhance learning and provide online portals that enable students to submit their assignments, check grades, and collaborate with peers (Strain-Moritz, 2016). However, according to a study by Tamilarasan et al. (2019), English teachers who rely heavily on multimedia devices may not be effective teachers. Teachers play a crucial part in transferring knowledge for English learning activities, and as technology takes over the sessions, it diminishes the teachers' responsibility while also lessening the teacher-student relationship. Zboun and Farrah (2021) discovered a number of significant disadvantages associated with the use of online language learning, including a decline in teacher-student connection, a rise in student ennui, a drop in student motivation, and inadequate internet connectivity. They came to the conclusion that students were dissatisfied with online learning and that they preferred in-person instruction since it allowed them to actively participate and engage with peers and teachers, which inspired them.

2.2. Digital literacy

In such a fast-changing digital environment, the role of digital literacy takes center stage in shaping the language acquisition landscape. It has gradually become an important part of modern language proficiency, from what once was largely based on literature to now include such things as critically analyzing information, interpreting visual media, and operating digital content (Liza &

Andriyanti, 2020). The issue of digital literacy is often reduced and misconstrued to imply only the acquisition of technical skills for operating computers, an engineering-focused enterprise (Voinea et al., 2020). Real digital literacy, however, goes beyond plain practical and analytical skills to make for a broader sense of how new media and technologies can be harnessed to represent the world and critically assess the information being gathered through such media. This puts the notion of digital literacy onto a holistic approach to language learning, aiming at empowering learners to become autonomous and socially responsible members of their community, able to find digital solutions and spread awareness (Joseph & Khan, 2020).

Emerging research in the field of English as a Foreign Language (EFL) education has highlighted the significant impact of digital literacy on language acquisition. In the transition from face-to-face to online education, teachers have been required to adapt their traditional classroom practices to the digital realm, necessitating the development of digital literacy skills. Vuorikari et al. (2022) proposed 5 competence areas for digital literacy such as information and data literacy, communication and collaboration, digital content creation, safety and problem solving. The competences for each are shown in the figure below.

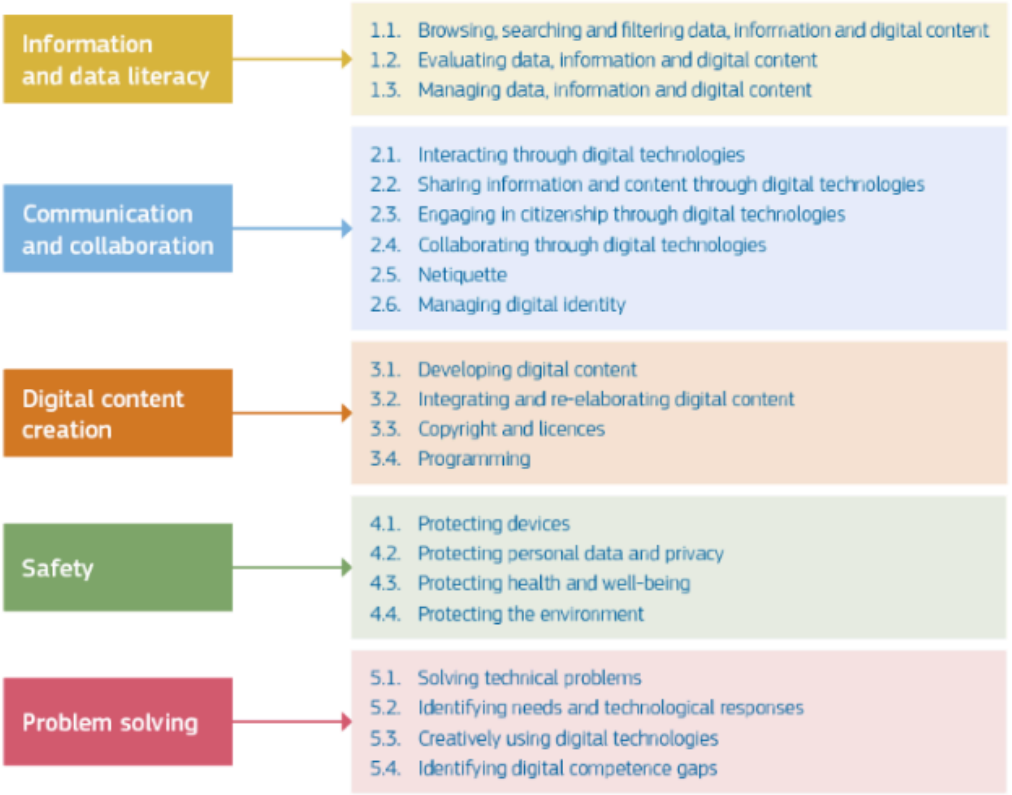

Figure 1. Digcomp conceptual reference model

The first competence, information and data literacy, concerns about the ability in identifying and retrieving digital data, information, and content; articulating information needs; assessing the source's applicability and content; and organizing, managing, and storing digital content, data, and information (Vuorikari et al., 2022). Being able to discern between trustworthy and dependable sources is essential in this day and age of endless information. According to a study by Jones-Jang et al. (2019), people who are more information literate are more adept at spotting fake news. Students may find this ability

helpful in fulfilling their social, professional, academic, and personal objectives. It is easier to achieve their goals when they are information literate. People who are information literate can make important life decisions by accessing information about their surroundings, employment, education, and health.

The second competence is communication and collaboration. Digital technology also opens up new channels for communication and collaboration. People from all over the world may collaborate on projects, share ideas, and contribute to a common effort by utilizing shared documents, cloud-based platforms, and collaboration tools. This activity also stimulates students to collaborate more with their peers despite their location. According to Roschelle (2021), using digital technologies to automate and aid in some of the mundane components of work helps improve awareness of the main concepts and other valuable aspects of the collaborative process. Through this, students will appreciate the whole process rather than only the final outcomes.

The third competence of digital literacy skills is digital content creation. Digital content creation is one's ability in creating and sharing digital content effectively. It also deals with how people process copyright and licenses, modify, enhance, improve and integrate information and content into new and relevant knowledge. In recent years, the digitalization of teaching has led to the use of digital content creation (DCC) tools in classrooms to optimize teaching-learning outcomes and develop student competencies through a holistic approach (Antón-Sancho et al., 2021).

Safety is also a very important competence included in digital competence. Lazányi (2016) believed that modern technology can be ineffective if users lack knowledge and awareness to use them safely and effectively. Therefore, ensuring safe, ethical and responsible use of digital resources is important. People can keep their safety by understanding hazards and threats in digital environments, as well as secure devices and digital assets. Additionally, ones also need to be aware of safety and security precautions, as well as to prioritize reliability and privacy.

Another competence of digital literacy skills is problem-solving. Problem-solving is the ability to utilize digital tools to solve problems and enhance learning process. Jacobs and Castek (2018) stated that digital problem solving is the ability to use and navigate various digital resources to achieve objectives in a variety of domains, such as work, leisure, education, social or professional networking, civic engagement that are not yet conceptualized.

2.3. Language acquisition theories

Language acquisition is the process by which humans gain an ability to understand and generate language, either as their first or second (third, etc.) language. Language acquisition is one of the amazing human learning processes to understand and use language that has come to the forefront of scholars' attention over many centuries. There are a few major theories trying to explain the intricate phenomenon. One of well-known language acquisition theories is proposed by Krashen in 1980s. He mentioned five series of hypotheses, namely, the Acquisition-Learning Distinction, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis. These hypotheses then are called input theory. After reviewing the Krashen's input theory, Luo (2024) suggested that English teachers should recognize the impact of anxiety, motivation, and self-confidence on learning a second language. Teachers should not only focus on teaching the target language, but also make students feel less apprehensive and motivated to learn, boosting their confidence. Paying attention to students' emotional and psychological states can improve second language teaching outcomes. What's more, Krashen's input theory put importance in comprehensible input in language learning.

Another popular theory discussing language acquisition is Vygotsky's Sociocultural Theory. Vygotsky proposed that cognitive development is impacted by cultural and social variables. He emphasized the importance of social interaction in the development of cognitive capacities such as speech and reasoning in youngsters (Mcleod, 2024). Vygotsky's theory promotes collaborative and

cooperative learning among children, instructors, and classmates. Based on Vygotsky's theories, Scaffolding and reciprocal teaching are excellent educational practices. Subsequently, Noam Chomsky, American theoretical linguist, also introduced a theory of language acquisition which is known as Theory of Universal Grammar. According to his theory, the ability to learn a language is inborn in human beings, and natural languages have a common structural element (Matthews, 1967). Chomsky's work on the study of linguistics and cognitive science moved the ground by introducing some very key concepts and attacking theories in learning posed by behaviorists.

3. Results and Discussion

3.1. Information and Data Literacy: Building a Strong Foundation

The successful acquisition of a language is hinged on the ability of the students to critically evaluate information solicited from the internet. Social media is becoming increasingly popular among citizens, particularly young people. However, this unregulated source of information can lead to confusion, disagreements, and distrust (Pérez-Escoda, et al., 2021). According to the 2020 Eurobarometer, there is a growing concern about fake news (74%), as well as social media (65%). Students have to develop the skill of filtering credible sources from unreliable ones, hence equipping them with the prowess to sieve through the numerous materials available online. Besides, Pennycook et al. (2021) found that information literacy helps recognize disinformation and promotes true information, leading to a decrease in the dissemination of misinformation.

Tools such as Wikipedia can be used to introduce vocabulary, but digital literacy will allow the student to check definitions against online standard dictionaries like Merriam-Webster or academic journals available through library databases. Furthermore, Rahman et.al. (2023) believed that the activity of analysing and evaluating textual information, as well as answering critical questions, helps students improve their reading skills. Moreover, digital literacy includes responsible usage of plagiarism checkers, like Turnitin, to ensure proper citation practices so as to promote academic integrity in creating and constituting their vocabulary and grammar knowledge. According to research conducted by Waigand (2019), students found Turnitin useful for learning academic writing. They unanimously reported that it helped them prevent plagiarism, paraphrase more effectively, and comprehend citation concerns because it raised their awareness of these issues. Turnitin helped pupils enhance their language skills, though to varying degrees.

3.2. Collaboration and Communication: Sharing and Working with Peers

Digital literacy's collaborative and communicative characteristics greatly help language acquisition. Digital communication tools play a vital role in enhancing language practice. According to Selfa-Sastre et al. (2022), digital technology's features open up a variety of learning opportunities for language learners and can support collaborative creativity in three ways: (1) as a tool that tutors students in the application of critical co-creation skills; (2) as a tool that facilitates and influences the development of co-creative thinking skills; and (3) as a medium that generates resourceful and rich settings to encourage the emergence of collaborative creative processes. There are many online language learning platforms including discussion forums, collaborative writing projects, or video conferencing with native speakers, which give students the opportunity to practice their English in real-life communication situations. Thus, tools like Discord, Zoom or online language exchange platforms such as HelloTalk will allow students to get in touch with actual native speakers all around the world. This is beneficial in developing cultural awareness while creating the opportunity to exercise spoken English in a low-pressure environment. Zhao et al. (2024) confirm that the use of duolinggo and Hellotalk can improve learners' communication abilities and confidence, consequently raising their willingness to chat. Gajić and Maenza (2020) conducted a study on the modality of tandem learning which involves the interaction of two people eager to teach one other their native

language. According to the findings, one of the most significant benefits of learning a foreign language using HelloTalk is the partial or complete removal of linguistic obstacles, as well as the lack of fear and uneasiness, which usually accompany foreign language conversation. Additionally, Kohnke and Moorhouse (2020) find that Zoom, one of online learning platforms, offers educators a helpful tool for formatively monitoring learning, promoting small group interactions, engaging learners, and expanding learning outside the "traditional" classroom. It also has huge promise for second language acquisition. Hence, the use of such digital tools is highly recommended for enhancing language practice.

Furthermore, many other digital tools which can be used in digital collaboration building collaborative learning environments are also beneficial in improving other language skills. Nair and Yunus (2022) find that digital storytelling promotes 21st-century learning by providing opportunities for interactive and collaborative learning, which encourages students to speak English. Furthermore, students felt more interested, confident, and driven to communicate in English. In addition, Andrew (2019) reported benefits of collaborating on Google apps, such as ease of use, remote collaboration, and the ability to provide comments online. In terms of actions, participants tended to divide their tasks when collaborating. Moreover, Jeong (2016) in his research demonstrates how an online platform such as TED may provide EFL learners with an engaging and dynamic English language learning environment by employing an integrated approach to build four English language skills and techniques. Later, this study offers recommendations for educators on how to create a unique and realistic English language course that will support real language acquisition and help EFL students become more proficient communicators. This kind of English language course could be developed by using digital tools. However, online language teaching also has its own challenges such as mentioned by Kessler (2012) who stated that the lack of in-person interaction and the reliance on online resources can make it difficult to learn pragmatic and sociolinguistic skills. It is also important to note that when using digital tools for collaboration and communication in a face-to-face class, there will be some problems which may arise such as time constraints and students' lack of digital competence. Owing to the students are physically in the same location at the same time, it is deemed unnecessary to spend time supporting digital communication and collaboration (Midtlund et al.,2021). Therefore, systematic and planned work with digital skills, such as communication and engagement, should be encouraged. Mobile devices can enhance language learning by encouraging authentic conversation, promoting student autonomy, and reducing anxiety, potentially leading to higher willingness to chat (Alzubi, 2021).

3.3. Content Creation in a Digital Format: Expressing What You Know

Creating digital content is considered to be one of the best ways to improve language skills. Creating blogs, videos, and podcasts through WordPress, YouTube, and Anchor allows learners to demonstrate language abilities. Learning in this way helps students enhance their critical thinking ability and eloquence, besides obtaining feedback from other students. Several studies reported the use of those digital tools in improving students' language acquisition (Sanad, 2021). Kinasih and Nitsa (2023) found that vlogs in speaking lessons boost students' exam scores by fostering open communication and increasing self-assurance, professionalism, and improvability. It enables pupils to gain experience speaking English in front of others. It is also supported by Mandasari and Aminatun (2020) in their study in which they found that students showed significant improvement in their performance after learning English by using Vlog. It is believed that vlogs provide a pleasant and friendly environment for participants to learn the target language.

Beside vlog, writing blog is also claimed to give benefits toward students' language learning. According to Aydin (2014), using blogs is a valuable and effective approach that may be easily applied in the context of EFL. In addition, Perumal and I (2022) revealed that blogs are a very useful

tool for developing students' writing abilities. Akhmad and Shchukina (2022) also found that blog not only could help students learn varied reading skills and methods, but also expand their vocabulary and prepare for English exams. Students participate in real-world foreign language conversation in a virtual communicative environment constructed using blogs. However, it is also recognized that there are still problems in publishing blogs, such as performance fluctuations, self-confidence, and technological factors (Miftachudin, 2017). To minimize these challenges, teachers could assist their students in the process of creating the blogs.

Another content students can create to support their language acquisition is podcast. Phillips (2017) found that in language learning environments, podcasts are a helpful resource for improving speaking abilities, especially in light of the recently developed Mobile Assisted Language Learning (MALL). Because of the high-level cognitive processes required in podcast production, student podcasting assignments have a lot of potential for improving language abilities. Podcasting promotes multimodal teaching and learning and motivates students to use authentic language outside of the classroom. Despite the enormous potential, it is crucial to recognize that using new technology can be difficult for both teachers and students. Hence, teachers must be well-versed in technology in order to provide appropriate guidance in the usage of new technologies and elicit student engagement.

Digital feedback mechanisms are another important part of language learning. Online tools like Grammarly and LanguageTool provide learners with immediate feedback on their writing and grammar, thus helping learners to identify and correct the mistakes. Feedback is essential in refining one's language skills for improving general proficiency. Liu and Hwang (2023) conducted a study on 76 university students to explore how digital games, combined with metalinguistic corrective feedback, affect novice English learners' grammar learning achievement, as well as their perceptions of learning motivation, self-efficacy and flow experience during learning. The result of study showed that Metalinguistic corrective feedback improves students' grammar acquisition and advantages those with lesser initial intrinsic drive and self-efficacy. Different feedback kinds contribute to diverse learning behaviors.

Furthermore, Sholekhah and Fakhrurriana (2023) also conducted a study to analyze the use of the ELSA (English Language Speech Assistant) Speak as a Mobile-Assisted Language Learning (MALL) tool. ELSA which is powered by artificial intelligence (AI) providing users with feedback to help them improve their pronunciation. The result of the study showed that The ELSA Speak application has a great deal of potential to assist students in honing their pronunciation. In addition, the evaluation results of the use of Lecturer Feedback Tools (LeFT), a Natural Language Processing web application system used for providing feedback to enhance students' writing showed a consensus among participants, with 66.7% expressing the system's usefulness and 83.3% finding it easy to use, demonstrating their contentment with the study's findings (Nordin et al., 2023). This communicative feedback increased students' awareness and engagement with the input, resulting in their becoming more active and responsible participants in their individual language acquisition (Caruso et al., 2019). Grammarly, a digital feedback tool, is also found highly beneficial in assisting students' writing. Fahmi and Rachmijati (2021) found that utilizing the Grammarly tool can help students improve their writing skills and convey what they think and feel. Grammarly is an application that can assist them identify writing faults and select the proper one. Apart from this, ONeill and Russell (2019) suggested academic learning advisers use Grammarly effectively to provide grammar guidance to both international and domestic students, both online and offline learning.

3.4. Digital Safety: Learn with Confidence

Digital safety in any online learning environment should be the first priority, especially in the case of young learners. For this reason, students will be cautioned about cyberbullying, online predators, and risks associated with revealing personal information. Such enhanced capacity-building elements,

like knowing how to configure privacy settings on social networks such as Facebook or Instagram, responsible password management, or recognizing phishing, are the ones that contribute much to assured navigation in the digital world. While the rise in popularity of SNS has had some positive aspects, like making it possible for people to interact and learn online, it has also had some negative aspects. According to some studies, SNS like Facebook have actually contributed to a global decline in young people's mental health (Urbaniak et al., 2022). One of the reasons for this decline is cyberbullying, which is a malicious activity in which users intentionally use abusive language. Educators can prevent this by setting ground rules for online interaction in language learning platforms and advising on responsible use of social media, requesting students to report suspicious activity. In addition, they can also use methods for automating cyberbullying detection such as Machine Learning (ML) and Deep Learning (DL) algorithms which facilitate the detection or proper categorization of new relevant instances after training them with enough data (Eronen et al., 2021). This way, students could learn by using digital tools with more confidence.

Another issue is online safety. One has to remember that learners may become potential victims of phishing scams, malware, and data breaches while communicating online. Therefore, it is important to put in place measures for protection in order to make language learning online safe and enjoyable. AI technologies can strengthen cyber security defenses and protect against a wide range of cyber threats, including malware, phishing attacks, and insider threats. Examples of the AI technologies include machine learning, natural language processing, behavioral analytics, and deep learning (Jawaid, 2023). Therefore, teachers could suggest their students to install or use these AI technologies.

3.5. Problem-Solving: Beating Technical Glitches and Language Conundrums

Digital problem-solving skills do make a great deal of difference toward the optimization of the gains made through technology-driven language learning. Among other aspects, students learn how to handle technical problems that might be associated with them independently, to know how to use various learning online platforms, and to be effective in accessing the right online resources for their work. The problem-solving skills acquired by the students serve to empower them with a grasp over the process of learning, increasingly enhancing the resilience that can help them overcome all technical difficulties that might stand in their way to rapid progress while attaining a language.

The challenge in language learning can also be dealt with by using digital tools. Adaptive learning technologies, of which AI-powered language learning platforms are a part, make the learning process of every student more personalized by considering the needs and abilities of all students. AI-powered language education solutions can provide tailored learning directions, immediate feedback, gamification, and improved accessibility (Nazaretsky et al., 2022). For those who cannot learn language in real-time, they can also use AI language learning platforms. Because these technologies may be utilized anywhere and anytime, they make language acquisition more accessible to students who might have limited access to traditional language programs (Chou et al., 2022). Regarding the cost of education, AI-powered language education technologies are frequently cheaper than traditional language programs, saving both students and teachers significant money (Pokrivčáková, 2019).

The innovative solution for specific language learning challenges could be through language learning apps and online courses. This includes spaced repetition-based apps like Memrise and Anki, which are very important in vocabulary memorization and grammar rules. Anki is a fantastic tool for pupils to improve their long-term learning of new vocabulary and grammar (Betancor Falcón, 2019). Moreover, Honarzad and Soyoof (2023) in their study also found that both digital and non-digital flashcards significantly improved L2 vocabulary learning, but the Anki app (digital flashcard) outperformed the non-digital one. Secondly, language learning online—like in structured courses offered by Coursera and edX—caters to different learning styles and levels. Massive open online courses (MOOCs) such as Coursera, edX, and Udemy provide language courses for consumers at

various levels of language instruction. It all depends on the particular online platform and the learning objective that the produced online course achieves (Sharova et al., 2022). Therefore, students can freely choose ones the most suitable for them

4. Conclusions

The use of elements of digital literacy in language acquisition by students is very important in the current education setting. Literature indicates that digital literacy entails elements such as information and data literacy, communication and collaboration, digital skills in creating content creation, safety, and problem-solving skills. These are elements of supplementing the language acquisition by students with competencies in digital navigation and utilization, expression of ideas, development of digital content to represent languages, guaranteeing online safety in language-related activities, and solving problems related to the language efficiently. During language acquisition, learners can develop overall linguistic competence and digital fluency by acquiring the ability to employ language effectively in varying digital contexts through the development of these sub-components that make up digital literacy.

In a nutshell, digital tools really transformed the way of learning languages. Improving research, critical thinking, communication, and content creation, these digital tools serve the learner of a language in every possible aspect. What's more, safety, problem-solving, and adaptiveness in learning are facilitated by digital tools, thereby ascertaining that the student will be able to manage every situation and meet the objectives set for this learned language. Equipped with ever-evolving technology, it is all about ensuring that every linguist and teacher is upskilled to remain relevant in using available digital tools and best practices for maximizing such benefits.

It is, therefore, also important to notice the drawbacks and be sure that technology only complements, rather than replaces, conventional methods. In balancing these approaches, embracing both digital and traditional worlds, language learning in the 21st century finds better potential realization. This provides a holistic and engaging learning ecosystem in which students can tap into the potential inversion brought in by technology and supercharge their language acquisition journey toward becoming proficient users of the English language.

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