

# ENGLISH LANGUAGE TEACHING STUDENTS' DIGITAL LITERACY IN THE ERA OF ARTIFICIAL INTELLIGENCE

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## 01 INTRODUCTION

In the global context, the 21st century is driven by technology and AI, transforming industries and driving progress (Raja & Nagasubramani, 2018; Makridakis, 2017). Digital literacy is considered to be essential for success in every field (Chang & Huynh, 2016), including education.

Governments emphasize digital skills and have frameworks to assess them (Gudmundsdottir & Hatlevik, 2018). Teachers must integrate technology into their practices to prepare students for the digital future (UNESCO, 2018).

In our country, with Decision 131/QĐ-TTg from the Vietnam government in 2022, it is crucial for the pedagogical workforce to develop strong digital skills for the demands of modern education. However, research on pre-service teachers' digital literacy is limited (Thai et al., 2022).

## 02 RESEARCH QUESTIONS

1. To what extent do FELC pre-service teachers at the University of Languages and International Studies perceive digital literacy?
2. What is the current status of digital literacy among FELC pre-service teachers at the University of Languages and International Studies?

## 03 THEORETICAL FRAMEWORK

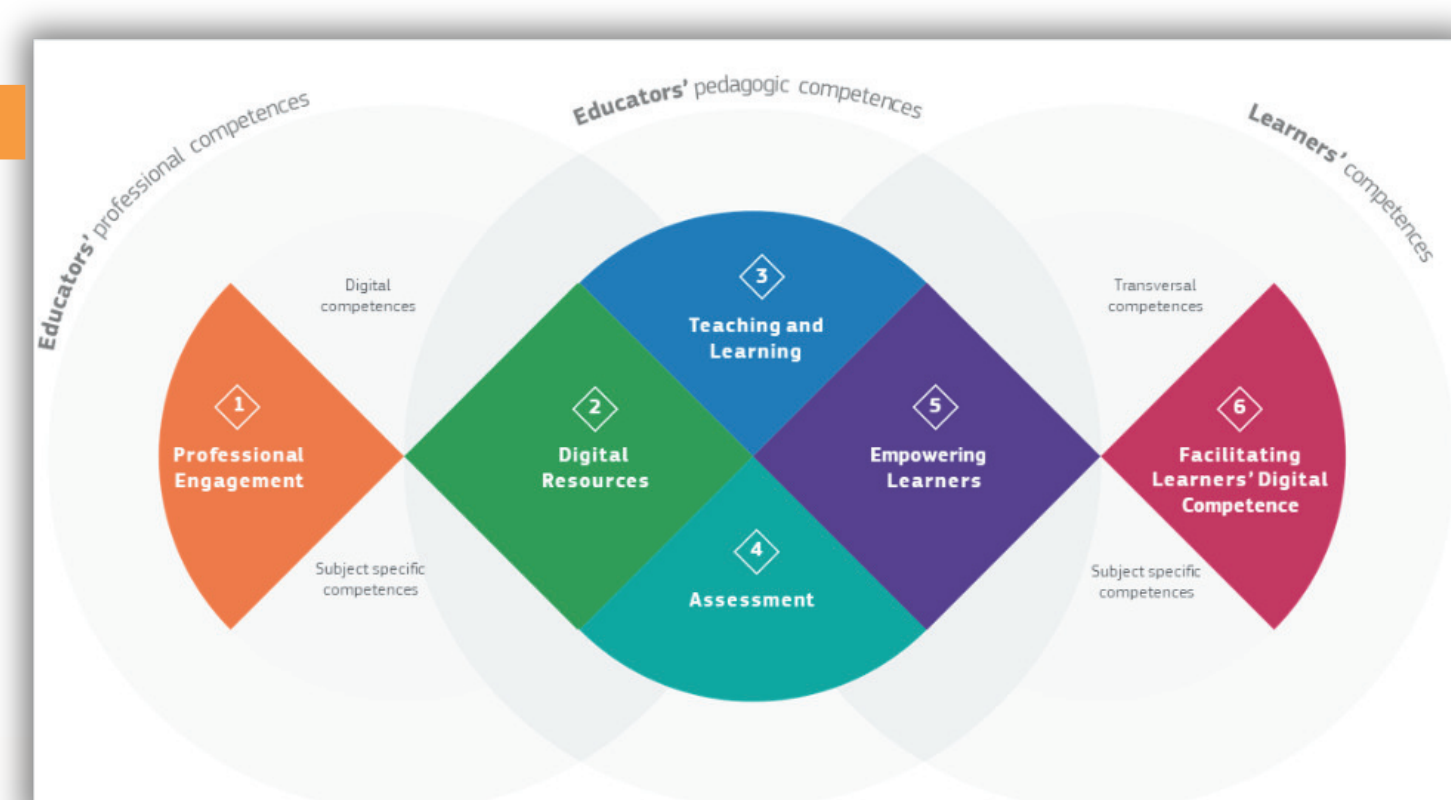
**Digital Literacy** is defined as the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (UNESCO, 2018).

**The Era of AI** can be defined as a period that signifies a technological and social shift.



### Digilit 1.0

The first digital literacy framework for Vietnamese students by USSH-VNU & Facebook (Hung et al., 2021)



### DigCompEdu

The framework for educators by European Commission (Redecker, 2017)



### DigCompEdu AI

The AI supplement to the DigCompEdu Framework, funded by European Commission (Bekiaridis & Attwell, 2024)

## 04 METHODOLOGY

**Participants:** 202 students from the Faculty of English Language and Culture (FELC), ULIS - VNU.

- Gender: 169 females (83.7%), 32 males (15.8%), 1 "Other" (0.5%).
- Academic Year: 122 third-year (60.4%), 58 second-year (28.7%), 16 first-year (7.9%), 6 fourth-year (3.0%).

**Instrument:** Questionnaire, Likert scale (1-4)

**Mixed-Method Design:** Used both qualitative and quantitative questions to assess pre-service teachers' digital literacy.

## 05 KEY FINDINGS

- There is no significant difference in digital literacy based on gender, academic year, or teaching experience.
- Pre-service teachers' perceptions of digital literacy mainly revolve around technology and technical skills but remain incomplete.
- Preservice teachers are confident in using AI, digital platforms, and online communication but unsure of programming and legal matters.
- Support from the university and digital skills training have a moderate impact on students' digital literacy.

## 06 IMPLICATIONS

- The training program needs to expand its content on critical thinking, digital ethics, and online classroom management.
- More specific guidance is needed on organizing and optimizing digital resources and integrating AI.
- Training should be strengthened in blended learning, AI-based assessment, and new technologies.
- There should be a greater focus on practical training rather than just providing digital resources.
- Inform curriculum development at FELC to meet digital skill needs.
- Guide policymakers and educators in designing digital literacy interventions.
- Prepare future educators for AI challenges, improving teacher education quality.

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