

COMPONENTS OF DIGITAL LITERACY AND COMPETENCE FOR ESP TEACHERS IN THE CONTEXT OF DISTANCE LEARNING

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Nowadays, technology permeates all aspects of people's lives, including education. The digital transformation of education involves the introduction of a new educational paradigm, building the educational process in a cross-platform format, and introducing the latest teaching methods that require digital literacy and competence of both students and teachers.

Pursuant to the Order of the Ministry of Education and Science of Ukraine No. 38 of 15.01.2019, the Ministry of Education and Science of Ukraine formed a working group in 2019 to develop the project "Description of the Digital Competence of a Teacher". In this project, the digital competence of a teacher is defined as "a complex dynamic holistic integrative formation of a personality, which is his or her multilevel professional and personal characteristic in the field of digital technologies and experience of their use, which is due, on the one hand, to the needs and requirements of the digital society, and on the other hand, to the emergence of a digital educational space that changes the educational interaction of all its participants, is characterized by the widespread use of the Internet, digital storage systems and primary systematization systems, as well as automated digital analytical systems (based on neural networks and artificial intelligence), which allows for more efficient professional activities and at the same time requires constant professional self-development"[1].

The term literacy usually refers to the ability to write and read. However, in the digital era it relates to the use of technology and skills in cooperating with technology

in everyday life. Digital technologies push beyond alphabetic literacy to explore the way that sound, image, and text can be incorporated into education.

In her study of situational learning and teachers' digital literacy, R. J. Krumswick characterized it as the ability of teachers to use information technology in their professional activities [2]. At the same time, the content is determined taking into account the specifics of the discipline, the age and psychological data of the students, and the topic of the lesson.

Some research on digital literacy and digital competency found its positive impact on ESP teaching and learning. Ioana Mudure-Jacob, who studied teaching English for Specific Purposes through the lens of digital literacy, argues that «It is still unknown what the future reserves for the digital learner. Whether blended learning, Augmented Reality content or mobile learning is destined to completely replace the old-school textbook and traditional teaching styles remains a dilemma. However, the certainty that keeps on defining the evolution of language teaching is that both teachers and learners must grow to be digital natives in order to transform the tech-teach battle into a win-win situation» [3]. An Indian researcher Santosh Kumar Mahapatra offered need-based and ESP-specific technology integration training to ESP teachers and evaluated its impact on their technology integration practices. The results of the study indicated its discernibly positive impact on teachers' ability to integrate digital tools into teaching ESP [4]. Heri Mudra explored the perceptions of students and EFL teachers towards benefits and barriers of digital literacy [5]. From this research, we can say that digital literacy in ESP teaching mainly relates to gaining ESP material digitally among teachers and students.

An ESP teacher's digital literacy should encompass three dimensions: technological knowledge, content knowledge, and pedagogical - didactic knowledge. Meanwhile, digital competence should be based on the ability to apply this knowledge in ESP teaching practice.

Teachers and students should be motivated to acquire digital literacy and competence, which will lead to stability and resilience of education in times of crisis, one of which is war.

To be digitally literate and competent a teacher of ESP should:

- Know how to identify, locate, retrieve, store, organize, analyze and use specific digital information (audio, video, text, images, etc.) appropriately.
- Use online platform tools, applications, and learning management systems.
- Be able to create digital content (tests, presentations, tables, online interactive content with interactive activities, etc.) for the ESP classroom; plan the resources and assessment in a virtual context.
- Design, facilitate and manage learning through a digital environment, which means being able to share digital content with ESP learners in the context of both synchronous and asynchronous distance learning.
- Use digital technologies creatively and confidently to improve the effectiveness and efficiency of ESP teaching.
- Be a lifelong learner: this includes familiarizing oneself with and continuously mastering upcoming technologies.
- Be able to communicate with students via Viber, Telegram, online meeting platforms, etc.
- Learn faster and teach students how to use upcoming technology: the more you dive in and try out more websites, apps and devices, the easier it will be to keep up with the latest trends.

The selection of an appropriate e-learning platform is crucial for the teacher, as it should be user-friendly and tailored to the requirements of synchronous ESP distance learning. Additionally, the teacher should possess knowledge of the didactic capabilities of the digital tools available on the chosen platform.

For instance, when using the Zoom platform with an authentic textbook (usually a PDF file), teachers should be proficient in using *the annotation tool* to let students complete written tasks such as filling in sentence gaps, creating sentences from fragmented words and phrases, completing tables, writing their own sentences, underlining, connecting with arrows, and ticking boxes directly in the textbook on their screen. Furthermore, it is feasible to divide such tasks into 2-3 parts and engage 2-3 students to work on them concurrently. They can write on the teacher's screen

using different colours. It is important for teachers to know how *to use the 'screen sharing' function* on the platform and *transfer it* to students to demonstrate their presentations. They should also be proficient in working with ZOOM's *electronic whiteboard* and *activating the 'share audio' function* to listen to audio files.

During ESP classes on the Google Meet platform, teachers can *use the chat feature* to quiz students in writing and provide instant feedback on assignments. It is important for the teacher to be able *to switch between different tabs*, such as from a textbook demonstration to a video or audio file, or a table demonstration. Additionally, teachers should be able to use the Google Meet board and *grant students access* to collaborate on it.

An important digital tool for ESP teachers and students is *Google Translate*, which can be used not only for its intended purpose but also for practicing a range of speech activities, such as listening, reading, practicing pronunciation, voice-reading, translator aided dialogues, writing, contextual translation editing, creating audio file scripts, etc. The teacher should be aware and inform students that another online translator, *DeepL Write*, provides style editing (simple, academic, colloquial, technical, business) of the text written in English (editing of Ukrainian is not yet available there).

It is beneficial to learn how to use digital applications such as Google Forms. This tool allows teachers to create and administer multiple-choice or open-ended tests and receive instant feedback. The application's use of filters can promote punctuality among students by requiring them to submit their work on time. Additionally, the app generates analytical materials, graphs, and diagrams based on test or survey results, which teachers can use for research purposes.

The digital literacy of an ESP teacher manifests itself in both cognitive and technical skills. The ability to use of technology appropriately helps teachers teach better, thereby improving their teaching skills.

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