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Enhancing students' digital literacy at EFL classroom: Strategies of teachers and school administrators

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ABSTRACT

Promoting digital literacies is the apparent goal of an extensive array of educational initiatives in all educational contexts. However, very limited attention has been directed toward the strategies of promoting students' digital literacies in the literature. Thus, this qualitative study aims to identify the strategies of EFL teachers and school administrators in promoting EFL students' digital literacies to thrive in the new normal challenges. Semi-structured interviews with 6 EFL teachers and 6 school admins from the Arab international schools in Kuala Lumpur were gathered using a convenient sampling technique. The qualitative data were analysed and reported thematically. The findings of the study revealed that teachers reported four strategies to promote students' digital literacy: motivating students, conducting training workshops, actual use of digital technologies in the classroom, and enhancing classroom digital infrastructure. Similarly, school admins reported four strategies: rising parents' awareness towards the importance of digital technologies, training teachers and students, enhancing classroom infrastructure and redesigning the EFL classroom. These findings offer implications for policymakers and researchers, especially those interested in enhancing students' digital literacies. The results require further urgent large-scale investigations to address the factors that currently constrain the promotion of digital technologies.

Keywords: digital literacy, strategies, English teachers, school administrators, EFL students, Malaysia

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INTRODUCTION

Currently, the world is going through a new wave of the industrial revolution (4IR) that is driven by the advancements and acceptance of digital technology (Schwab, 2017). Both wealthy and developing nations' so-called new economies are propelled by these rising technologies. The definition and understanding of literacy have undergone major modifications because of advances in digital technologies. According to Leu, Kinzer, Coiro & Cammack (2004), "new technologies generate new literacies". These days, both teachers and students rely on digital technologies for teaching and learning purposes, implying that one can take part in the act of teaching and learning from anywhere at any time (Alakrash & Razak, 2020). Students rely on digital technologies, such as blogs, Wikis, and Facebook to have access to online materials; and to create digital texts in a globalized community to an extent that has never happened before (Paesani, Allen, Dupuy, Liskin-Gasparro, & Lacorte, 2015). There have been many debates on the value, role, uptake, use, and effect of digital technologies in educational institutions over the past few years (Livingstone, 2012). Recent studies on the educational use of digital technologies have mainly focused on the increased role of such technologies in the knowledge-based society, as well as its role in the personal lives of the learners, and in the development of the necessary skills, competencies, knowledge, and attitudes for lifelong learning (Erstad, 2015).

However, language learners and teachers may not be in favour of using technology because they lack digital competencies (Alakrash & Abdul Razak, 2021). According to Alenezi (2018); and Sabti & Chaichan (2014), adopting digital technology competency standards and adequate training will help teachers to effectively incorporate technology in their teaching practices. Additionally, instructors would be unable to keep up with the always evolving technology and would eventually fall behind and be prevented from mastering new digital literacies if they were not ready to understand the most recent information and skills at a sufficient level (Khambari, Luan, & Ayub, 2020). Hence, a paradigm shift is needed to maximize the digital technologies and their potential, and it is very much expected, in the minds of the teachers and administrators, that teachers will keep abreast of rapid digital technology development (Kannan, Sharma, & Abdullah, 2013).

However, the spread of digital content following COVID-19 exposed students to a vast amount of information through digital technologies (Alakrash & Razak, 2021). More than ever before, teachers and students are in crucial need of the digital literacy skills that would allow them to identify the nature of the information they are surrounded by; find out if it is useful and credible; and protect themselves from lagging in the education process. After the emergence of Covid19, the primary cause of the lack of digital literacy is on the part of either teachers or students. Teachers and students who lack digital literacy skills may soon find it difficult to gain access to information available online. For effective use of digital technologies in the field of language teaching and learning, it is important that students are competent in the use of such technologies; they need to have the necessary digital literacies for effective exploitation of the digital environment (Hatlevik & Christophersen, 2013).

The rising use of digital technology in society makes it an inevitable need for digital literacy among students to succeed both in academic and professional life. This mainly depends on the ability of the teachers to deploy such technologies appropriately and effectively for education purposes (Krumsvik, 2014; Gudmundsdottir, Loftsgarden, & Ottestad, 2014). Students must be digitally literate to bridge the digital skills gap in the modern digital age and create an agile learning environment. In terms of teaching and learning English as a foreign language (EFL), digital literacies are of utter importance as they provide teachers and students with a variety of information about linguistic discourses, language structures, pronunciation, and grammatical patterns. Hence, to keep abreast with these new demands, language teachers must strive to improve the existing technological competencies of their students, especially in the use of modern digital technologies for language learning. School administrators also play an important role in developing students' digital literacies. However, how teachers and administrators improve their student's digital literacies is still unrevealed, especially in the context of Arab EFL context. Thus, this study is an attempt to address this gap in the literature by investigating the strategies of teachers and administrators in enhancing students' digital literacy.

In an increasingly digitized society, numerous overlapping ideas and concepts have sought to identify the key skills, knowledge, and attitudes needed for society to make use of digital technology. These include digital knowledge (Lankshear & Knobel, 2006), computer knowledge (Fraillon, Ainley, Schulz, Friedman, & Gebhardt, 2014), information knowledge (Drotner & Kobbernagel, 2014), media knowledge (Livingstone, 2014), internet knowledge (Livingstone, Bober, & Helsper, 2005), and digital skills (Krumsvik, 2014). Nevertheless, these notions have diverse connotations in various disciplines like historical, social, educational, and cultural. Literacy as a concept translates into the ability to read and write, "understand and employ printed information in daily activities" (Røkenes & Krumsvik, 2016), is frequently in the international domain in comparison to competence. When the idea of literacy is applied to a digital setting, a new idea known as "digital literacy" is created. Digital literacy is "the ability to understand and to use information in multiple formats from a wide range of sources when it is presented via computers" (Gilster, 1997) (p. 3). Gilster (1997) alleged that it is imperative to think critically and make reflections and inform judgements online in the field of digital literacy. In a similar vein to Lankshear & Knobel, (2015) asserted that digital knowledge is beyond fundamental technical abilities in ICT. Therefore, the concept of digital literacy should ultimately be viewed as multifaceted community customs and ideas related to the process of construing and writing.

Such social customs comprise blogging, partaking in social media societies, evaluating the integrity of online resources, and circumnavigating websites. Additionally, the scholars highlighted that the mechanical facets of digital proficiency such as how to function hardware and software, ought to be deemed as the slightest important section of social custom (Lankshear & Knobel, 2006). Similarly, Nawaz & Kundi, (2010) related digital literacy to computer knowledge, and defined digital literacy as "an understanding of computer characteristics, capabilities, and applications, as well as an ability to implement this knowledge in the skilful, productive use of computers in a personalised manner" (Nawaz & Kundi, 2010, p. 20). Similarly, Bawden, (2001) in his evaluation of info and digital knowledge discovered that the general idea of information proficiency "is generally taken to include an ability to deal with electronic sources" (246).

The significance of being a part of the digital society has been stressed in studies on digital literacy. Payton & Hague, (2010) reshapes the way digital literacy entails analytically interactive with technology as well as cultivating a social awareness of how a range of influences, such as commercial ideologies and cultural understandings, may impact how technology is implemented to express information and meaning. In Malaysia, a number of scholars had adopted the term literacy, either digital or media literacy. Nonetheless, the majority of Malaysian researchers and policies favour the concept of digital competence. Based on the multifaceted hypothesis and concepts discussed above, the present paper decided to utilise the notion of competence over literacy because in Malaysia the concept of competence is still undoubtedly fancied over literacy as a result of its holistic and comprehensive interpretation. Moreover, competence as a concept related to education and development, which was discussed previously can be trailed back to a few Malaysian academic guidelines and piloting documents involving the Malaysian Education Blueprint (Ministry of Education, 2013).

In the context of EFL, Ozdamar-Keskin, Ozata, Banar, & Royle, (2015) in a remote learning setting, examined skills possessed by learners relating to their digital literacy competency, found that learners do possess a minimal understanding of digital literacy. Bataineh & Baniabdelrahman, (2006) conducted a study comprising Jordanian students' perceptions of their technological competence. Although the students claimed to possess a great extent of experience in certain basic computer skills, majorly comprised of making files copies, deleting data, editing, and installation of software, they were showed to have a limited degree of competence in other technological skills.

Alavi, Borzabadi, & Dashtestani, (2016) conducted research on the views of Iranian EAP students concerning their level of computer competency and obstacles to enhance their computer skills. The findings revealed that EAP students' computer literacy was still lacking. It was later discovered that that computer literacy was a significant element that promotes academic performance and accomplishment among EAP students. Gharawi & Khoja (2015) found that university students in Saudi Arabia were lacking sufficient technological competency and were unable to utilise computer programs and application tools effectively. It was observed that due to the reason that many Saudi institutions began adopting learning management systems, increasing students' computer literacy skills should be properly addressed.

According to Mabayoje, Isah, Bajeh, & Oyekunle (2016), besides taking and completed related digital literacy classes in school, Nigerian secondary school students still seem to possess a poor degree of digital literacy. One cause for this shortage was believed due to be the reason in lacking digital facilities and resources in schools. Further, the students were recorded to be very eager to improve their computer skills and working with technology during their course of study. Kubiatko (2007) conducted a survey comprised of information and computer literacy questions to assess school students' digital literacy skills. According to the findings, there was a high percentage of them who utilised the Internet for research interests. Male students, on average, utilised the Internet more often than female students. The high expense to get a better Internet connection use was seen as an impediment to enhancing students' digital literacy.

According to Aitokhuehi & Ojogho, (2014), students in the secondary school-level with greater experience with computer knowledge outperformed those with lower experience with computer knowledge. Students at co-educational institutions who were known to be computer proficient outperformed those in single-sex institutions. Al-Barakat & Bataineh, (2008) conducted similar research in Jordan to investigate school students' digital competency levels and the influence

possessed by instructors in boosting digital literacy among their students. The results showed instructors' inclination to improve digital literacy, especially among younger learners and technological abilities, through the use of those relevant modern teaching and learning tools. According to the research, due to the reason that there is a limited time constraint that impedes students to explore more on the use of technology, hence affecting their time in utilising technology and became a barrier in developing students' digital literacy. It was also discovered that a vast number of instructors utilised computers to deliver their teaching materials, whereas only a few teachers engaged with computers for more creative learning activities such as educational games and evaluating students' digital competency.

The review of the rifeness of enhancing digital literacies in EFL contexts has provided some guidelines to narrow the scope of the investigation; the study at hand is congruent with the international trends of promoting students' digital literacies. Arab international schools, in the context of this study, lack a digital technology-rich ecology of learning and teaching English. The lack of relevant literature in the local context made it difficult to delineate how teachers and administrators enhance students' digital literacies in the Arab EFL classroom.

The review of prior research was especially crucial in the preparatory phase of this study. It provided a theoretical background to the areas which were given a fair share of investigation in relevant contexts; this background provided insightful ideas to understand how other students in similar contexts invest digital technologies in their learning. Some of the cited works, most of which published studies, provided a benchmark for comparing the context of this study with other contexts at the regional and international levels. For instance, comparing the context in focus with the Nigerian context (Aitokhuehi & Ojogho, 2014), the Jordanian context (Barakat & Bataineh, 2008), the Saudi Arabian context (Gharawi & Khoja, 2015), the Iranian context (Alavi et al. 2016), the Turkish context (Ozdamar-Keskin, et al. 2015), among others. This study systematically reports on the strategies used by schoolteachers and administrators in an area of a shortage of studies. Moreover, in terms of methodology, the bulk of the previous studies cited above adopted self-report approaches which are insufficiently versed to examine the breadth of such an issue of a complex nature. Additionally, the study establishes a link between teachers and administrators in terms of enhancing students' digital literacy; better results would be gained for better EFL learning and teaching. The results of the study might be insightful for teachers, policymakers, and parents; it might help them to capitalize on investments in digital technology integration, which is hopefully rewarding. As the topic is broad, the study establishes a framework for future studies in this area of research and pedagogy.

This study contributes significantly to the area of research in the educational technology domain since no other investigations have been carried so far that focuses on investigating strategies for promoting students' digital literacies in English language teaching and learning in the Arab EFL context, even though this current domain is receiving immense attention. The current demand for technology-based teaching and learning methodology to enhance competent learners capable of learning in an active and collaborative environment necessitates the incorporation of technology-based practices, to tackle the realities of succeeding in the fourth industrial revolution. This response may be made by responding to the following research question. Therefore, based on the discussion above, the study seeks to answer the following research question regarding how students' digital literacies are promoted by EFL teachers and school administrators.

METHOD

The current qualitative study employs the standard thematic analysis approach. A qualitative research paradigm was chosen due to its flexibility and ability to reflect profoundly on the respondents' views, complicated subjective evaluations, and goals. This study was conducted in selected International Arab schools. 6 high school teachers and 6 school administrators, participated in this study, were sampled using convenience sampling. Table 1 illustrates the demographic information of the participants.

Table 1 Participants' biographical and professional data

No	Respondents	Gender	Age	Academic Position	Qualifications	Teaching/ Administration Experience
1.	Teacher 1	Male	27	Teacher	MA	4
2.	Teacher 2	Male	43	Teacher	PhD	15
3.	Teacher 3	Male	32	Teacher	MA	8
4.	Teacher 4	Female	42	Teacher	MA	12
5.	Teacher 5	Female	39	Teacher	PhD	10
6.	Teacher 6	Male	29	Teacher	MA	5
7.	Admin 1	Male	41	Principal	PhD	10
8.	Admin 2	Male	43	Principal	MA	10
9.	Admin 3	Male	40	Co-principal	PhD	12
10.	Admin 4	Female	49	Principal	PhD	16
11.	Admin 5	Male	27	Teachers' supervisor	PhD	2
12.	Admin 6	Male	43	Co-principal	BA	12

The interview sessions were conducted online. Citing several relevant studies of literature, the interview procedure was designed constructively. The interview protocol was validated by a panel of experts prior to the data collection process to ensure credibility.

The interview sessions were audiotaped and transcribed verbatim. Subsequently, the interview transcripts underwent the process of coding, which categorizes and labels the text for description and identification of themes (Creswell & Clark, 2018). The data gathered from the interview sessions conducted was analysed by adopting a thematic method. The coding process had been done manually and comprised many stages such as initial coding, focused coding, looking for themes, and evaluating and identifying the themes adopted and altered from the literature by Braun & Clarke (2014).

FINDING AND DISCUSSION

Finding

The emerging patterns in the data were reported systematically to the code's data means and rearranged as per thematic structure. A strong theme across all interviews was that interviewees shared similar feedback where essential insights on the significance of promoting students' digital literacy to stay up to date with the modern learning styles and not be left behind in the digital era. There are two different types of promoting digital literacy strategies from teachers' perspectives namely, teachers' strategies and administrators' strategies. Additionally, while presenting the findings, relevant information is given with excerpts to show patterns and range of viewpoints, which helps to enhance views of analysis.

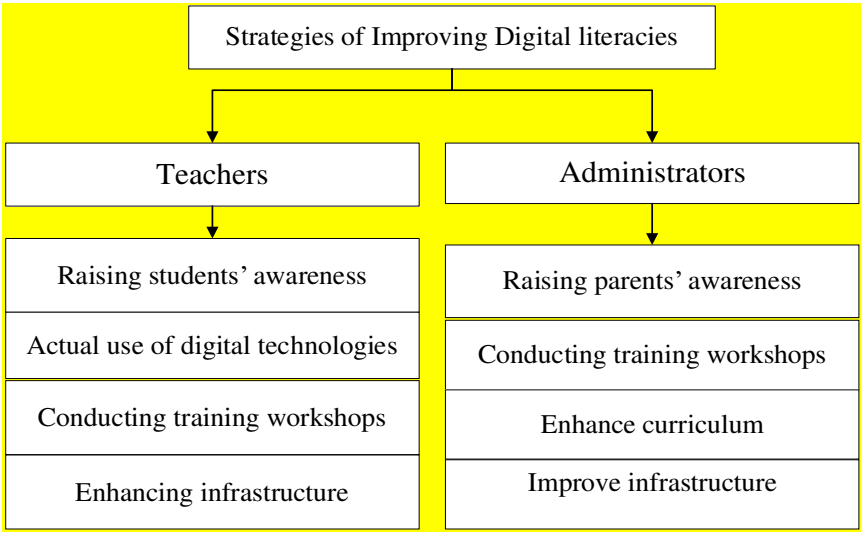

Figure 1. Teachers' Strategies of Promoting Students Digital Literacies

The analysis examines what strategies teachers use in order to promote EFL students' digital literacy in their learning process and how they teach their students to use technology. Analysis of the in-depth interview revealed four sub-themes concerning the strategies used by the teachers in doing so.

Rising students' awareness and motivation

The majority of the participants have stated that promoting students' digital literacy starts from raising their awareness of the importance of using digital technologies in learning the English language.

This confirms the major finding in the literature that students already have basic digital literacy in terms of entertainment and communication purposes. Thus, teachers believe that this strategy is not hard to apply since the students have basic digital literacies. In the next quote, one teacher believes that the first step in preparing students' digital literacy is to build their positive attitudes by recognizing the importance of using digital technologies in learning. To cite him:

The teachers seem to reflect that raising students' awareness is the starting point to promote students' digital literacy for learning as it is one of the most important literacies in the current digital era where the form of teaching and learning transform to be fully technology-based. Highlighting the key role of technology in learning essential skills i.e. listening, speaking, reading and writing can lead to high attitudes to learning digital literacy. And the fact that it has a lot of things to offer for students to enhance the learning of English language skills. Moreover, bringing the students attention that digital technologies are being used widely due to their convenience, omnipresence, effectiveness. Therefore, raising students' awareness by motivating them to use technology is playing a critically important and pivotal role in promoting students' digital literacy. Students should understand the benefits of digital literacy and recognize them as essential for learning such skills, and as an enabler of other learning practices. In the long run, digital literacy skills that students need have moved on from just being able to use simple technologies like spreadsheets software as the mastery of digital technologies is seen as important in student engagement.

Using educational digital technologies in English teaching

The results showed that participants used different types of digital technologies in teaching English. All the participants used one or more digital tools in teaching. For example, most of the lecturers engaged with Zoom, YouTube, Skype, Google classroom, Edmodo, PowerPoint slides, Prezi, Microsoft Office. For example, teachers stated that to promote students' digital literacy, they used different types of technology tools in teaching. This shows that teachers have massively integrated digital technologies in teaching during the Covid19 pandemic period. The teachers' usage of YouTube aims to enhance students' digital literacy through the so-called "Learning by doing". This shows that the teachers use certain types of technologies for two reasons. Besides to enhance their language skills, they also aim to promote their students' digital literacy. Other teachers highlighted the importance of conducting online classes in promoting students' digital literacies. The above views reflect the awareness of teachers in conducting online classes as a strategy of promoting students' digital literacy as the teachers will be able to identify the problems the students may face in using technology and what the literacies are supposed to be enhanced. On the other hand, three teachers have mentioned that they give their students research projects to be done using digital technology. The above quotes reflect one of the prominent concepts of Education 4.0, which refers to the use of technology-based learning/teaching, known as "Heutagogy". This concept indicates that students are responsible for their learning process without the presence of their teacher.

In sum, teachers believe that promoting students' digital literacy depends on them practising and using digital technologies with students. Due to the students' familiarity with technology, teachers can use different types of technology to create a more diverse and inclusive learning environment and to promote their students' digital literacy by bringing them in practising through online classes, sharing educational information through technology and encourage the students to use educational technologies by assigning grades for using digital technologies. This is supported by the findings of literature which states that using digital technologies in teaching improves students' literacy. Given this point, it is important to become confident in using digital technologies and have the proper digital literacy. Students need to master the use of digital technologies.

Training

The third theme emerged under promoting students' digital literacy that emerged from the data collected from six teachers. Training plays a major role in building the digital literacy of students and teachers. For instance, respondents' answers were divided into two groups namely students training and teachers training. In a similar opinion, teacher 4 mentioned the importance of conducting training workshops for students as the best strategy. On the other hand, the need of training teachers who lack digital literacy was highlighted by some of the participants. This highlights the idea that old teachers do not prefer using technology in their teaching due to their lack of exposure to technologies. This means they should be trained to be able to promote their students' digital literacies. In summary, all the interviewees clearly stated the need for training through training workshops and training courses for both teachers and students to promote students' digital literacy.

Infrastructure

All the teachers stated that promoting students' digital literacy is highly dependent on having proper infrastructure that supports technology based. Few strategies were mentioned by teachers that must be taken by stakeholders to promote students' digital literacy. Strategies like, equipping schools with suitable facilities, including digital learning materials in the school curriculum. Teachers believe that having proper infrastructure with technology equipment and facilities can be a cornerstone strategy in enhancing students' digital literacies.

Administrators' strategies of promoting students' digital literacies

In this section, the analysis examines what strategies that administrators should use to promote EFL students' digital literacy to use digital technologies in their learning process. Analysis of the in-depth interview data also revealed four themes concerning the strategies of promoting students' digital literacy by administrators.

Rising parents' awareness towards digital literacy

This part discusses how administrators view parental knowledge of their children using technology. As we all know, general perspectives are influenced by the surrounding culture and religion, which vary in many aspects from one person to another, especially when it involves western cultures. According to Admin 4, he recommended that the MoE should strive to alleviate parents' concerns about utilising technology as a means of promoting their children's digital competency. Another admin shares that even if the tools are available, parents would not allow their children to use them, especially girls. He believes that such fear is related to the culture. However, the emergence of the technology revolution and the effect it brought to all life aspects has changed this perspective especially during this Covid19 pandemic. Admins were positive as he endorsed his opinion that this strategy of promoting the students' digital literacy is changing and not hard to overcome. In summary, Admins express concern that lack of parental understanding of technology makes it a factor of technology integration, suggesting this particularly disadvantages female students.

Conducting training workshops for teachers and students

Similar to teachers' strategies, admins think conducting training workshops for teachers and students is important in promoting students' digital literacy. Admin 1 response was as:

The above view confirms the result that has been found in the literature that old teachers are reluctant to use technologies as, for them, it is a new teaching style that requires training. Another admin highlighted the fact that students are heavy users of technology but more towards entertainment and communication purposes, not for learning purposes. In sum, the admins of the schools regarding training strategy to promote students' digital literacy can be divided into two aspects. First, training the old teachers on using technologies in teaching, and second, training the students on using the technology for learning purposes.

Enhancing infrastructure

Several admins stated that the technological infrastructure available to schools was insufficient. Therefore, they argued that one of their strategies is by equipping schools with educational technology facilities to help students and teachers using technology. The admins are aware of the importance of having proper infrastructure as an effective strategy to enhance their students' digital literacy.

Redesigning curriculum

This section explores how the admins perceive improving the curriculum to include digital technology learning materials as a strategy to improve students' digital literacy. Another admin suggested major changes in the educational system including designing a new curriculum. In sum, the admins believe that improving or designing a new curriculum is a good strategy to improve students' digital literacy as the students will be using the digital technologies for learning purposes. A technology-based curriculum will also help teachers to promote their students' literacy.

Discussion

The research suggested methods for improving students' computer skills for EFL teachers and school administrators who wish for students to become more competent in utilising technology. Motivating and increasing awareness of the significance of utilising technology in the classroom settings among students and parents may spark their excitement in using various technologies for language learning objectives. The lack of knowledge among parents regarding the implementation of technology for educational reasons may be a possible barrier to technology usage and the development of their children's digital literacy. These results are compatible with those of Dashtestani & Hojatpanah (2020). The study's findings, nonetheless, showed that the adoption of technology in schools is limited owing to certain identified obstacles.

The results indicated that social support affects students' use of technology. This implies that using social influence techniques such as awareness campaigns may aid in the creation of socially relevant settings that support students' technological competency. Even though the study results show that students usually seem to understand the significant use of digital technology in their learning sessions, the impact may be increased by teaching individuals of the broader society about the benefits of utilising digital technologies, especially among EFL learners. The current study's findings are comparable to those of Al-Harbi (2010), who highlighted social support as a critical booster of E-learning uptake.

Students are unaware of the possibilities of the adoption of technology for learning purposes. As a result, formal and informal methods to prepare students for the educational use of technology may be a useful and essential strategy. Moreover, awareness-raising initiatives for parents and teachers may be explored to increase their engagement and positive attitude toward embracing technology as a beneficial educational resource. Parents' knowledge of their children's technology usage and digital literacy competencies is unquestionably important, as they play a critical influence in their children's educational performance, whether it could be strong or poor engagement with technology use. This type of awareness-raising necessitates constant discussion and collaboration between parents, school administrators, and teachers. Parents should keep up to speed on new technological learning competencies and encourage their children to better utilise modern tools for learning purposes.

Another important approach is to utilise digital technology during lessons so that students may hand discover how to better utilise digital technologies from their teachers. Teachers may enhance students' personal development while also promoting their involvement. Teachers may also do professional development workshops on how to use digital technology platforms to customise educational projects based on each of the student's unique requirements since every student possessed varying degrees of digital knowledge. Any teacher will tell you that not all students would be able to learn at the same frequency. Differentiated learning has provided a solution to this challenge. One of the benefits of digital technology is its capacity to conform to the requirements needed by students. The activities are split into divisions and integrate digital technology applications, mainly reading, writing, listening, and speaking abilities for each of the sessions. The activities may be completed by each student without having to worry or need to adhere to time restrictions. Better advanced students may test out of a division and proceed to parts that were constructively more difficult. The result is consistent with a prior study on students' digital literacy skills, as Alavi et al. (2016) noted that students' digital literacy is critical for the purpose of their educational performance and progress. Various literature in other domains have also highlighted students' poor or insufficient digital literacy competencies and emphasised the necessity to educate students to enhance their digital literacy in order for them to operate effectively in educational environments (R. Bataineh & Baniabdelrahman 2006; Cote & Milliner, 2017)

The next approach is to give students better access to digital technology. Due to the reason that most of the EFL students are also recent immigrants, their families may find themselves in difficult financial circumstances. Hence, they may not be able to provide enough resources to give personal access to technology. It could be a challenge for these students to apply what they have learned in the classroom if not enough mediums are accessible for them daily. One method that could be taken is to inform students about any technology accessible to them at school or in their surrounding community, such as a public library. Another option is to request permission from the

management to access the device outside of normal school periods. Next, one approach that could be implemented is by aiming to improve school infrastructure. This is the most difficult approach to implement since a shortage in infrastructure generally implies a shortage in funding to the school administration. Though without sufficient funding and allocation from the government, with the desire to support the project, school administration should engage with parents and the community by holding fundraising events. Another cited obstacle was a lack of availability of digital devices in classrooms. This result is consistent with the earlier study, which revealed that students had limited access to technology and digital devices in the classroom (Alavi et al., 2016). The large expenses and resources needed for outfitting schools with learning technology were another reported obstacle. This apparent difficulty was expressed in surveys and interviews conducted among both teachers and students. Other research found the same limits and difficulties in EFL students' application of technology for English learning purposes (Shin & Son, 2007).

Another recognised technique that may aid in students' digital literacy advancement is adequate training. According to statements made by participants, training is required for both teachers and students if technology is to be incorporated in EFL classes, especially involving younger learners. The last approach suggested is to stay up to date with new technological advancements as well as information regarding the use since we are being surrounded by a continuously changing environment where technology is outdated nearly as soon as it becomes accessible to all. Teachers, on the other hand, must follow up with the newest, low-cost technology, which has been shown to assist students in their learning progress since student achievement is equally essential. Teachers must remember that students are frequently known to be the greatest resource for learning and improving the use of technology. Teachers may deliberately encourage students to come up with innovative approaches to utilise new technologies in the ESL classroom if they arrange them long in advance. Furthermore, it may be a good idea to encourage better high school students' digital competency before they enter higher educational institutions. This may help to address the issue of students' poor digital competency at the university level, in which they must be proficient in the use of a wide variety of language learning and educational tools (Alavi et al., 2016).

CONCLUSION

Based on the conceptual and empirical findings, several conclusions can be drawn up. First, the concept of human rights (HRs) has been well known among students and teachers. The dominant sources of information of HRs for them include teachers and lecturers, mass media; seminar and workshop; publications; and officials documents. Second, human right education, abbreviated HRE, should be included in the curriculum of elementary education, secondary education, vocational education, and higher education. Third, some human rights topics have been well developed, such as general human rights, rights to education, and right to freedom of religion and belief. However, there are still many HR topics which are minimally developed. Such topics as rights of lesbians, gays, bisexuals, transgenders, and queers (LGBTQ+), rights to migrants, rights of youth, rights of older persons, right to participation in cultural life, rights of internally displaced persons, and rights of the poor, should be developed more.

Fourth, some HR teaching and learning methods considered effective are field visits/excursions, watching fiction and documentary films, case studies, and inquiries/research. There are potentially effectual methods to be used to achieve a better educational process on human rights, such as writing essays, stories, journals, and circle talks. There is not an ultimate and single method which function to handle all HRE problems. Rather, there exist various methods that can be utilized as combinations, and most of the learning methods assessed as quite effective and very efficient fall into the category of the active learning methods. Fifth, as part of the process, to achieve an effective HRE, one must see the integrated approach of HRE, which can be studied under four methodologies, namely didactics, participatory/interactive, empowerment, and transformative methodology.

Based on the above conclusions, this study suggests that more opportunities and time should be given to discuss the less developed topics of human rights in school and campus classes.

Teachers and lecturers should allocate more time and conduct more activities for students to learn more information and develop a deeper understanding of such topics as the rights of lesbians, gays, bisexuals, transgenders, and queers, and the rights of internally displaced persons. In the purpose of encouraging more active participation of students and more practices of critical thinking, problem analyses, and problem-solving, it is also recommended for teachers and lecturers to more frequently utilize combinations of such methods as field visits/excursions, watching films, case studies, and research studies. Both educators are also recommended to use other potential methods, such as writing essays, stories, and journals, as well as circle talks. It is strongly recommended that these methods can be more utilized to learn and discuss those less developed topics of human rights, with the aim of popularizing the topics and facilitating students to develop better knowledge and understanding of the topics.

While it is obvious that this research cannot claim to have reached its final findings, more and more study should be done to prove the efficacy of the methods stated above, as well as to look for new feasible and useful approaches. A more successful human rights learning, and teaching process would be possible if more highly effective methods are well established. This will greatly contribute to the development of learners' not only knowledge, but also attitude and action toward the preservation of human rights.

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