



# Digital Literacy in Contemporary Language Teaching



Nikki Overcash

Dec. 4, 2025



# Introduction



Hi there! I'm Nikki!

ENGLISH  
LANGUAGE  
PROGRAMS

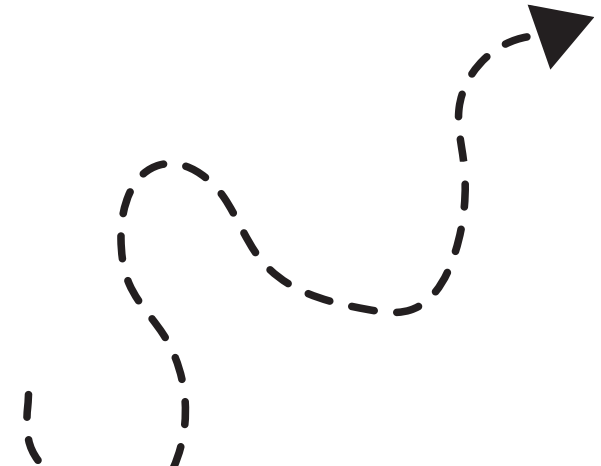
*The World is  
Your Classroom*



U.S. DEPARTMENT OF STATE



BRITISH  
UNIVERSITY  
VIETNAM  
**BUV**



# CONTENTS

01

Why Digital Literacy  
Matters

---

04

Inclusive Engagement  
Strategies

02

Frameworks &  
Planning

---

05

Next Steps &  
Takeaways

03

High-Impact Tools &  
Activities

---



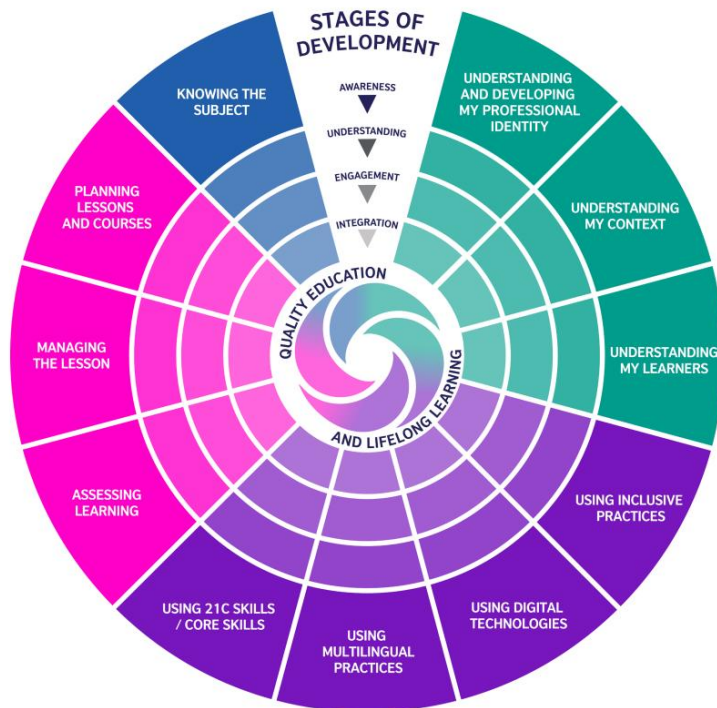
# 01

## Why Digital Literacy Matters





# Continuing Professional Development: Digital Literacy for Educators and Students



## Using 21st century skills / core skills

Developing my own awareness of and proficiency in:

Learning skills

- critical thinking and problem-solving
- communication
- collaboration and interpersonal skills
- creativity and innovation
- learning to learn and metacognition.

Life skills

- active citizenship around social, political, environmental or economic issues and responsibilities
- cultural awareness
- intercultural competence
- developing and building on student agency, autonomy and leadership
- developing life-long learning skills to support employability.

Literacy skills

- digital literacy and critical digital literacy (including information literacy)
- emotional literacy (e.g. self-awareness, maintaining well-being, resilience and motivation)
- media literacy (e.g. receiving information, understanding and summarising it and then communicating it to others).

Selecting appropriate methodologies, activities and resources for introducing, developing and evaluating my learners' skills in these areas.

Demonstrating the value and importance of 21st century skills / core skills for my learners (e.g. modelling my own development of literacy skills as part of my life-long learning).

Reflecting on my strengths and weaknesses in relation to my own proficiency in 21st century skills / core skills and my ability to develop my learners' proficiency in these areas.

## Digital pedagogies

Developing my awareness of the growing range of (critical) digital pedagogies available and considering these for my context (e.g. mobile learning, hybrid and blended learning and flipped learning).

Critically evaluating the reliability of digital sources, potential effectiveness and appropriacy of digital content, for achieving desired learning outcomes, for providing feedback and for assessment.

Developing effective strategies for locating digital content within a safe environment.

Following guidelines for e-safety, data protection and ethical approaches to digital technologies.

Setting up activities and tasks that support learning by exploiting appropriate digital content, tools and platforms.

Working with my learners to develop their skills in using technology safely for analysing sources and evaluating algorithmic biases.

Promoting autonomous learning and learner agency by exploiting digital content and technologies inside and outside the formal learning environment.

Promoting collaborative and participatory learning by exploiting online communities, tools and platforms.

## Digital technologies

Developing a critical understanding of the increasing range of technologies that can be used to support teaching and learning (e.g. generative artificial intelligence, augmented reality, virtual reality, apps, laptops, tablets, mobile phones and interactive whiteboards).

Evaluating the effectiveness of digital tools and platforms.

Developing strategies for locating suitable digital tools and platforms.

Using technology (e.g. generative AI, adaptive learning tools and assistive technologies) in the production of teaching and learning materials.

Developing my own and my students' critical digital literacy (e.g. create, manage and communicate information, e-safety and identifying misinformation).

Developing effective strategies for resolving potential technical issues.

Reflecting on my ability to use digital pedagogies and digital technologies effectively in my context.



# Redefining 21st Century Literacies

"All the News That's Fit to Print"

# The New York Times

Late Edition  
Today, cloudy; breezy, mild; rain tapering off; high 56. Tonight, clearing, low 37. Tomorrow, partly to mostly sunny; breezy, cooler; high 42. Weather map appears on page B2.

VOL. CLXVII ... No. 57,851  
© 2018 The New York Times Company  
NEW YORK, TUESDAY, JANUARY 23, 2018  
\$3.09

## U.S. Watching While 2 Allies Clash in Syria

**Turks' Attack on Kurds Upsets ISIS Fight**

By MARK LANDLER and CARLOTTA GALL

WASHINGTON — When President Trump met with Turkey's president, Recep Tayyip Erdoğan, at the United Nations last September, he embraced him as a friend and declared, "We're as close as we've ever been." Five months later, Turkey is waging an all-out assault against Syrian Kurds, America's closest allies in the war against the Islamic State.

The Turkish offensive, carried out over the protests of the United States but with the apparent acquiescence of Russia, marks a perilous new phase in relations between two NATO allies — bringing their interests into direct conflict on the battlefield. It lays bare how much leverage the United States has lost in Syria, where its single-minded focus has been on vanquishing Islamist militants.

As Turkish troops advanced Monday on the Kurdish town of Afrin, in northwest Syria, the White House warned Turkey not to take its eye off the campaign against the Islamic State. But it stopped short of rebuking Turkey, and acknowledged its security concerns about the Kurds, whom Turkey considers terrorists and a threat to its territorial sovereignty.

The inherent conflict of the United States using the Kurds as its on-the-ground partner in fighting the Islamic State could be overlooked as long as that group remained a threat. But with the militants now in retreat, the White House is groping for a way to maintain relations with the Kurdish fighters without further alienating the Turks.

The Trump administration's response has been to help the Kurds build a border security force in northeast Syria, ostensibly to guard against the resurgence of the Islamic State. But that has only antagonized the Turks, who view it as a strategic ground for a future insurgency against their homeland.

"The U.S. has tried to walk a very fine line in Syria," said Ali Soufan, a former F.B.I. counterterrorism agent who is now chairman of the Soufan Group, but it has lost the battlefield p



CHUCKLE/SHUTTERSTOCK.COM FOR THE NEW YORK TIMES

## SHUTDOWN ENDS, SETTING UP CLASH OVER 'DREAMERS'

NEWS ANALYSIS  
Hope for Bargain in a Swift Surrender

By CARL HULISE

WASHINGTON — Senate Democrats blinked. But the saving grace for them may be that they did it quickly.

"Should we have ever shut down the government?" asked Senator Joe Manchin III of West Virginia, who played a leading role in finding a way out for Democrats. "Absolutely not."

Over the weekend it became clear that using the shutdown to insist on protections for hundreds of thousands of undocumented immigrants was a serious miscalculation. By abandoning the strategy on its third day, Democrats believe they limited whatever damage there may be and gave the public time to forget about the disruption before the crucial November election.

They also won a commitment from Senator Mitch McConnell, the Kentucky Republican and majority leader, to allow debate on a wide-ranging, bipartisan measure that could achieve their goal of protecting hundreds of thousands of undocumented immigrants.

But by supporting the government's reopening, they provoked a surge of outrage from the party's left as progressive activists and lawmakers assailed the deal as a capitulation based on a mere promise by Mr. McConnell, a longtime foe known for his obstruction of the Democratic agenda.

Immigration activists were furious that Senator Chuck Schumer of New York, the Democratic leader, and his fellow Democrats had given away the best leverage they had to ensure that the young immigrants were protected.

Companies are acknowledging this in their fourth-quarter earnings reports and other financial disclosures, which remark just a sliver of their future tax savings for direct and indirect investments in workers.

Bank of America's bonuses will cost the bank \$45 million in 2018, or about 5 percent of the nearly \$2.7 billion in bonuses it is expected to pay.



SEN. MITCH MCCONNELL, RIGHT, AND SEN. CHUCK SCHUMER, LEFT, LEAVE THE CAPITOL ON MONDAY. SEN. SCHUMER/GETTY IMAGES

## Tax-Law Bonuses Veil a Bonanza for Companies

By JIM TANKERSLEY

WASHINGTON — There are good ways to start measuring how much the Trump tax cuts might be helping American workers. Tracking the bonus announcements flowing from corporations is not one of them.

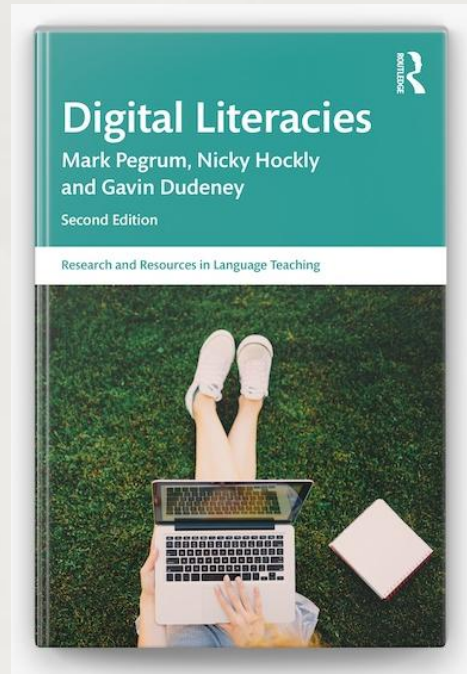
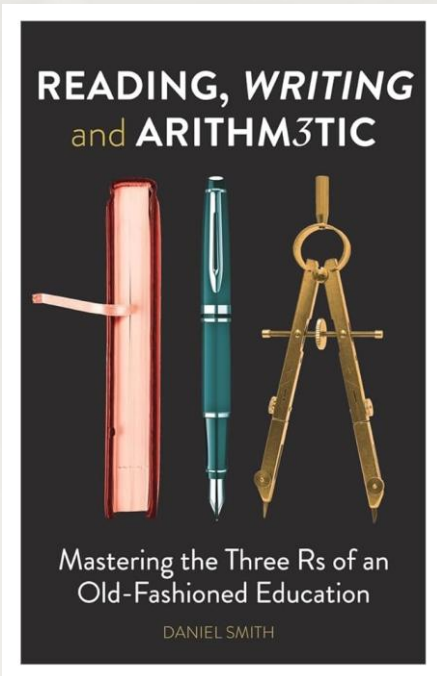
"The U.S. has tried to walk a very fine line in Syria," said Ali Soufan, a former F.B.I. counterterrorism agent who is now chairman of the Soufan Group, but it has lost the battlefield p

## Question:

How is the experience different for students when we give them a hard-copy of a text versus a digital version?

# Redefining 21st Century Literacies

A Core Life Skill Alongside Reading and Writing



UNESCO now lists digital literacy as a fundamental skill. For language learners, it unlocks authentic input, global voices, and civic participation .

Teachers who embed it prepare students for study, work, and social life in any country.



# Global Policies Pushing CIL Integration

Computer & Information Literacy (CIL) is Now a Mandate

The ICILS 2023 study reveals that **22 nations** now mandate CIL across eight or more subjects.

This global trend means ministries of education expect language teachers to integrate digital skills, regardless of the target language.

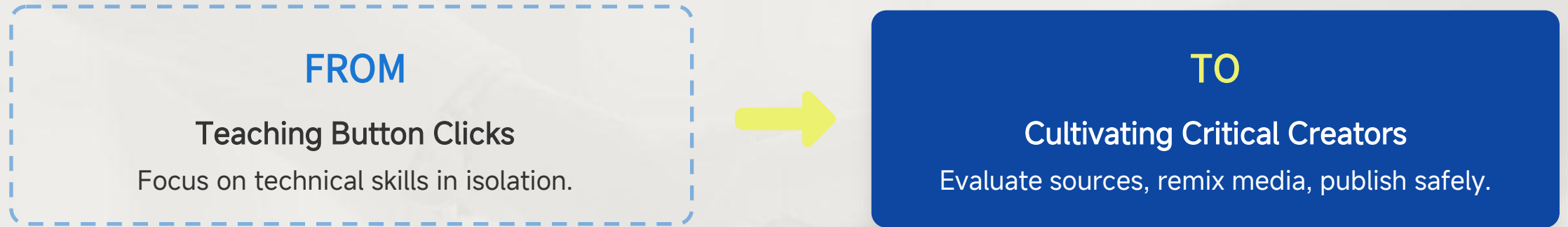
**22**

Nations

**8+**

Subjects

# From Tool User to Critical Creator



This shift aligns language learning with  
civic reasoning, employability, and intercultural competence .

# 02

## Frameworks & Planning



# Map Skills with TESOL Tech Standards

Use the 2025 Matrix to Ensure Purposeful Tech Integration

Language  
Proficiency

Digital Operations

Digital Citizenship

Creative  
Production

Data Literacy

Plot your existing lessons to identify gaps and ensure every tech choice serves a **language outcome**.

# Literacies

## Zero Literacy

- All the original literacies
- Office suite
- Google suite
- Email and messaging

## Digital Literacy

- Search, information, tagging
- Critical
- Mobile
- AI



Adapted from Jisc Digital Capacity Framework (2015) Jisc/Helen Beetham

Click on the element that you feel most confident integrating into your current teaching practice?

0





# Backwards Design for Digital Tasks



## 1. Can-Do Statements

Start with the goal.



## 2. Real-Life Action

Choose the authentic task.



## 3. Select Tools

Tech follows pedagogy.

Example: B1 students compare holiday deals → Create a comparison Padlet with screenshots, prices, and modal verbs.

# 03

## High-Impact Tools & Activities



A faint, light gray background image showing several hands of different skin tones reaching out and holding a globe, symbolizing global unity or teamwork.

Motto:  
Little and Often

# Integrate a Language Aim and a Digital Literacy Aim

Language aim: present perfect

Digital literacy aim: misinformation



The screenshot shows a website with a dark green header. On the left, there is a logo for 'ZPi' and navigation links for 'Blog', 'New', and 'FAQ'. On the right, a slogan reads 'DON'T EAT THE LIES THEY ARE FEEDING YOU' with a small image of a green plant. The main content area has a green background. On the left side of this area is a large, stylized pink octopus illustration. Below it is a section titled 'CEPHALONEWS' with a date '2025-11-25' and a headline 'Vampires In The Deep (phys.org)'. The text below the headline discusses the sequencing of the vampire squid genome. The right side of the main content area features a large brown banner with the text 'Help Save The ENDANGERED PACIFIC NORTHWEST TREE OCTOPUS From EXTINCTION!'. Below the banner is a navigation bar with links: 'About', 'HELP!', 'FAQs', 'Sightings', 'Media', 'Activities', and 'Links'. The main title of the page is 'THE PACIFIC NORTHWEST TREE OCTOPUS'. The text describes the octopus's habitat in the temperate rainforests of the Olympic Peninsula and its unique adaptations for life on land. To the right of the text is a photograph of a real Pacific Northwest tree octopus (Octopus paxarbolis) clinging to a tree branch.

ZPi / Blog / New / FAQ

DON'T EAT THE LIES THEY ARE FEEDING YOU

Help Save The **ENDANGERED**  
**PACIFIC NORTHWEST  
TREE OCTOPUS**  
From **EXTINCTION!**

About HELP! FAQs Sightings Media Activities Links

## THE PACIFIC NORTHWEST TREE OCTOPUS

The Pacific Northwest tree octopus (*Octopus paxarbolis*) can be found in the **temperate rainforests** of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip,) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.

An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its

**CEPHALONEWS**

2025-11-25 **Vampires In The Deep** (phys.org)  
Researchers present the largest cephalopod genome sequenced to date. Their analyses show that the vampire squid (*Vampyroteuthis infernalis*) has retained parts of an ancient, squid-like chromosomal architecture, thus revealing that modern

*Octopus paxarbolis*



## Flashcards 3.0: Retrieval & Games

Digital flashcards (Quizlet, Anki) use spaced-repetition algorithms, audio, and images for more effective memorization.

Students co-create decks, fostering collaboration.

Play live games to force output and increase engagement.

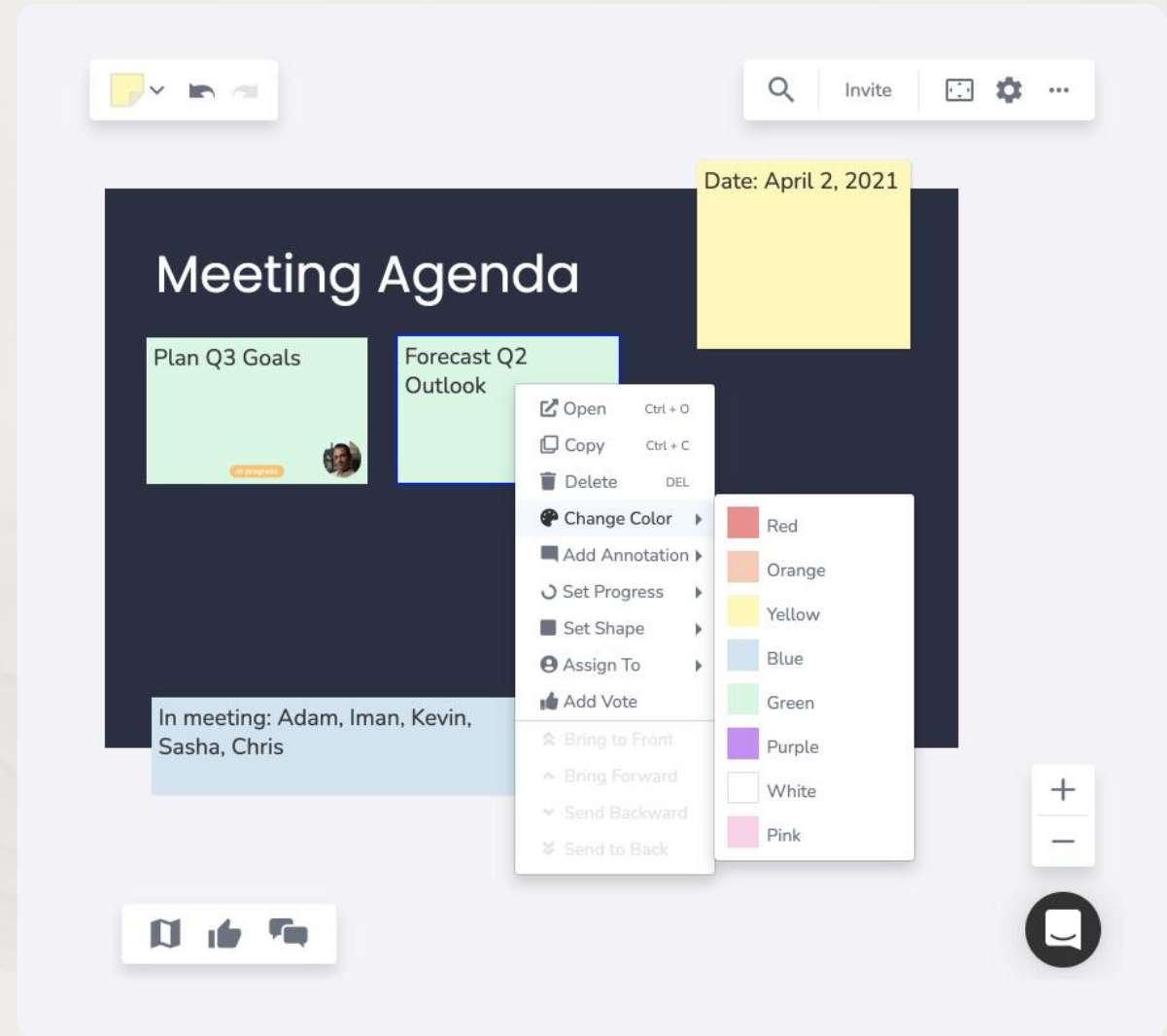
Track accuracy to target specific vocabulary gaps.



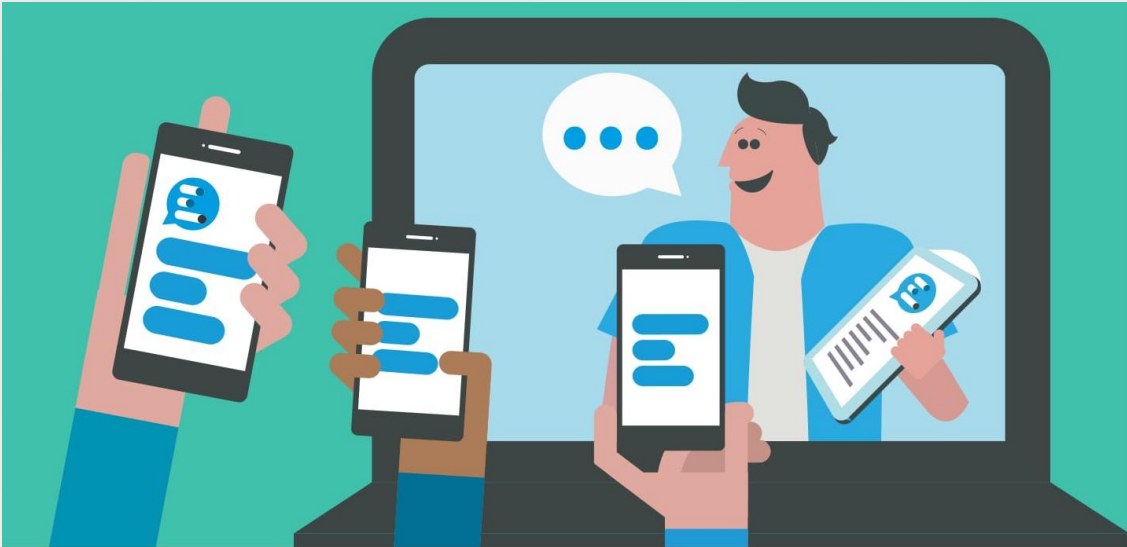
# Collaborative Boards: Padlet & Co

Tools like Padlet, Miro, and even Zoom offer other options allow for real-time, multimodal collaboration. Students can post text, GIFs, voice notes, and selfie videos.

Use them for KWL charts, vocabulary walls, or peer feedback. Boards can be exported as PDFs for **revision portfolios**.







## Live Polling for Formative Checks

Poll Everywhere or Mentimeter provide instant comprehension data without putting shy learners on the spot.

Use word clouds for brainstorming collocations.

Use Likert scales to check confidence levels.

Display anonymized results to spark class reflection.

# 04



## Inclusive Engagement Strategies

# Differentiate Access & Readiness

Survey students' devices, bandwidth, and cultural norms.







Design with alternatives of no-tech, low-tech, and high-tech

Offer **low-bandwidth** materials like downloadable audio to ensure equitable access.

Build **choice boards** so learners can pick text, voice, or video responses based on their context.



## Project Choice Board

<p>Present a Ted Talk to inspire others to take action on this action.</p> 	<p>Make an animated movie to inform others about the issue and your solution.</p> 	<p>Build a model of a solution you designed that you believe could have a positive impact on the issue.</p> 
<p>Create a poster that uses visuals (e.g. pictures, charts, graphs) to help others understand the problem and your solution.</p> 	<p>Design an informative slideshow to teach people about this issue and possible solutions.</p> 	<p>Write a children's book to raise awareness about an issue.</p> 

# Offer Multiple Participation Channels



Type in Chat



Private Messages



Record Voice



Use Cameras

**Pro Tip:** Try the **Waterfall Chat** method. Everyone types an answer but waits for a signal to press Enter simultaneously, reducing anxiety and copying.



# Literacy Stations

Run timed micro-stations to cycle through modalities and maintain a high pace.

Sentence-building tiles

Audio listening corners

Teacher-led feedback sessions

Use a visible timer to switch resources efficiently.

# 05

## Next Steps & Takeaways





# Commit to Critical Digital Citizenship

Equip learners to navigate the digital world responsibly.



## Who created this?

Teach media literacy and source evaluation.



## Which voices are missing?

Encourage critical thinking about representation.



## How can I use responsibly?

Discuss copyright, plagiarism, and remix culture.

## Resources

<https://www.teachingenglish.org.uk/training/courses/digital-competences-teaching-english>

<https://www.teachingenglish.org.uk/professional-development/teachers/using-digital-technologies>

The background is a dark, semi-transparent image of two hands shaking. Overlaid on this are several decorative elements: a large white rounded rectangle in the center, a yellow semi-circle and a blue semi-circle on the left, a stack of five yellow and blue semi-circles on the top right, and a thin white circle on the far right. A solid yellow bar at the bottom contains the email address.

# THANK YOU

[n.m.overcash@gmail.com](mailto:n.m.overcash@gmail.com)