A Study of Teachers' and Learners' Perception and Competence on the Use of Digital Literacies in the English Language Classroom at the Maija Yang Institute of Education, Kachin State, Myanmar

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Abstract

This study is conducted in Maija Yang Institute of Education at Kachin State, Myanmar. There were two objectives posed: (1) to identify MIEd learners' and teachers' perception on the use of digital literacies in and outside the English language classroom and (2) to identify MIEd learners' and teachers' competence in using digital literacies in the English language the classrooms which are supported by two research questions. The study uses an explanatory mixed methods design using questionnaire and semi-structured interview to collect the data from 120 students and five teachers. The questionnaire has four domains: Knowledge Assembly, Content Evaluation, Internet Searching, and Hypertextual Navigation of digital literacies.

The domain Knowledge Assembly and Content evaluation answer the question one and the domain, Internet Searching and Hypertextual Navigation answer question two. The analyses show that students have very high perception in digital literacies as the findings show that the Knowledge Assembly has the M = 4.52 and SD = 0.28 while the Content Evaluation has the M = 4.33, SD = 0.25. In terms of competence, it was found that although Kachin State may lag behind compared with the students or teachers who live in Myanmar, both learners and teachers are found to have high competency in terms of using Internet Searching (M = 4.64, SD = 0.50) and Hypertextual Navigation (M = 4.53, SD = 0.56) as the result indicated in the survey).

Keywords: Digital Literacies, Teachers' and Learners' Perception and Competence, English language classroom, Kachin State, Myanmar

Introduction

Digital technologies are primarily shifting the scenery of information in common sense as they allow a further imaginative, active, cooperative, and individual way of constructing and communicating information throughout digital media technologies (Payton and Hague, 2010 and

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Sharpe, 2011). This leaning has a big implication in the growth of technological English language learning (TELL) where shifts from a behaviorist to communicative and now constructivist and integrative approach are observed (Fitzpatrick and Davies, 2003). Kern (2000) rationalizes that as "literacy is adaptable and intimately tied to the socio-cultural practices of language use in a given society; hence, it is of central importance in teaching language and culture" (p. 25). Swaffar and Arens (2005) also emphasized that "a reflection of students understanding of literacy as socially bounded and contextual, no longer accessible solely through a command of language as traditionally presented in many (foreign language) classrooms" (p. 3). Kern and Schultz (2005) explained that digital literacy changes the way students' use and learn languages.

In Myanmar, Bilingual education is not officially implemented but the rest of racial groups have prepared the regional public schools using bilingual education (native language and English) as the standard of teaching. One of these schools is the Maija Yang Institute of Education which conferred Diploma programs in Education and TESOL since 2014. This institution is located in the Kachin region and situated in China-Myanmar bounder, the northern part of Myanmar. Part of teaching in this school has relied on course book as materials for teaching. While most of the time, teaching tends to be about accomplishing teaching hours rather than focusing on students' needs. According to Naw Sant (2018), these inadequacies of teaching strategies have resulted in boredom and students' lack of attention to learning. As a potential attitudinal transformation when it comes to learning inspiration, digital literacies will be introduced as other strategies to help students.

This study investigates teachers' and learners' perception and competencies on the use of digital literacies at Maija Yang Institute of Education that can be helpful in teaching and learning.

Literature Review
There are numerous definitions of digital and information literacy. Digital Literacies and competency can all be utilized to illustrate the facility to guide a pathway throughout digital and information settings to discover, assess, and agree or decline information (Mcgill, Beetham, and Littlejohn (2009). Information and communications technology (ICT) is regularly employed as an expanded synonym for information technology (IT), but is a further precise word that tensions the function of combined communications and the combination of telecommunications (wireless signals and telephone lines), computers with essential project software, audio-visual systems, middleware, and storage, which facilitate users to contact, transmit, store, and control information (Hilbert and Lopez, 2011).

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Although a great deal is written in the name of digital literacy, agreement on a particular definition of the expression seems to be indefinable. Martin and Madigan (2006), for instance, investigate a variety of conceptions of digital literacy and how these conceptions are facilitated and sustained in diverse communities. Nonetheless, a large definition of *digital literacy* is presented by Martin (2005), who recognizes related "literacies" such as information literacy, media literacy, ICT literacy, and visual literacy which have increased new or enlarged significance in the digital surroundings. He explains digital literacy as "the facility to be successful in encounters with the electronic communications and devices that construct probably the world of the 21st century" (Martin, 2005, p. 131).

This view recommends that digital literacy is a requirement for learning in learner-centered instructive traditions. But learners require being knowledgeable and competent of identifying when information is necessitated, (Durodolu, 2016). These abilities are a vital basic component of the learning procedure in formal and informal teaching and learning and necessary for lifelong learning. According to Durodolu (2016), learners who have these abilities understand principal instruction which affects the growth of literacy skills necessary for individual learning (Williams and Wavell, 2006).

A quite dissimilar view of digital literacy is presented by Gilster (1997), who inscribes the digital revolution in his book, *Digital Literacy*. Gilster initiated the suggestion that individual digitally literate relates to the cognitive procedure of using electronic information, defining it as "the aptitude to comprehend and utilize information in many formats from a broad variety of resources when it is presented via computers." (p. 33). He observes the advantages of improvements in e-information, charting such advantages crossways day to day online activities such as catching up with newsgroup postings, checking investments, emailing, keeping up to date with news stories, and making travel arrangements throughout *Digital Literacy*.

Gilster's book lift ups two vital spots on digital literacy which are the central concept of being information savvy: first, expresses how the digital setting has transformed not only information-seeking but also information-handling performance and second, recommends that technical proficiencies may be less essential than a discerning view of what is established on the internet.

The early study of Warschauer and Healey (1998) how technology 'fits' with recent language learning patterns is evidently bringing enlarged opportunities to students both inside and outside the restrictions of our language classrooms. Therefore, consideration on how technology forces on language teaching approach are the locus of action in which this gradually replicates technology to English language classrooms.

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In 2005, The New Medium Consortium (2005) declared the technological areas that potentially supply to the meadow of education.

The first described as the Expanded Learning in which customary teaching and learning should be improved through new communication instruments or social networking sites; for instance, blogs, wikis, *Facebook*, and instant messaging. It was also mentioned that the procedure of teaching and learning should not lock up to the classroom setting any longer. Instead, utilize social networking in teaching and learning where students employ a communicative platform that they can "share discussion, switch views, and critical thinking" (Cheng, 2012, p.2).

The second is called Ubiquitous Wireless, which contracts with the "the fast access of wireless networks" (Jung, 2006, p.29), promoting learners' suppleness in learning through the use of their suitable or mobile devices counting tablets, smartphones, laptops, and so on.

The third is Intelligent Searching which facilitates students to look for, categorize and retain data in a more successful method.

The fourth is Educational Gaming where it talked about the invention of games and recreations. All of these are considered learning devices which have valuable effects on inspiration, communication, critical thinking, and problem-solving abilities (Jung, 2006).

The above consortium and other studies mentioned have emphasized the benefits of information technology in language learning. Darasawang and Reinders (2010) affirmed that online language sustains methods assist and encourage learner autonomy and increase foundation to construct English learning more pleasurable (Dang, 2011). Therefore, the application of the digital materials obtainable to the inside and outside classroom actions can result in the improvement of their abilities in listening, speaking, reading, and writing. As Kelsen (2009) emphasized that material that can be found online such as "*YouTube"* has a possibility to foster genuine English knowledge essential for lifelong learning as students can exchange their thoughts, feelings, and emotions (p.3).

The integration of digital literacy into individual subject parts, for example in ELT within general curriculum has released up the opportunity of 'killing two birds with one stone' (Allen, C. (2015), in periods of classroom activities looking for at once not only to progress language proficiency but also to increase digital literacy (Shetzer and Warschauer, 2000). Since ICT has developed into essential in teacher teaching, there has been a necessitate for a practical

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construction for lesson setting up which demonstrates teachers how they might include different digital learning activities, sources, and instruments into the curriculum and classroom perform.

According to Lopez and Perea (2017), digital literacy refers to the skills individuals require to exist, coexist, cooperate and join forces in digital spaces. This refers to communicating with others, accessing and sharing information, participating in autonomous spaces and building mounting resourcefully and personally, and online and personal identity between others.

In eras of English language learning (ELL) in exacting, Craig and Patten (2007) note down that digital sources has been exposed to sustain learners in increasing oral interaction abilities, growing their vocabulary, and improving their reading understanding. Moreover, contact with the Internet and social media enlarges learners' intercultural proficiencies and advances international consciousness.

In this study, however, the focus is more on the skills on retrieving digital materials to be used in the English language classroom. This also includes different skills such as knowing how, when, what and where.

Research Methodology
The populations are the TESOL and Dip. Ed programs students and teachers in the Maija Yang Institute of Education. These consist of 120 students, 40 TESOL, and 80 Dip. Ed. Among 120 students 18 are males and 102 are females. Their age is ranging from 18 to 30 years old. This number is based on the academic year 2018-2019 MIEd calendar years.

In these two programs, there are only five teachers who teach English, two males and three females in which three teachers are teaching TESOL and two in Dip.Ed. As the number of students and teachers are quite limited, this study, therefore, used the purposive sampling using all 120 students and 5 teachers as participants of this research.

Research Design
To answer the research questions, mixed methodology design was used using the explanatory methods to gather both the quantitative and qualitative data. This method was also employed to obtain a complete understanding of the data to answer the research question.

An explanatory method is one of the straightforward mixed methods design according to Creswell, Plano Clark, Gutmann, & Hanson (2003), and it is employed extensively in applied linguistics research. The explanatory as the design proposes these following explanations: qualitative findings are utilized to assist refine, clarify, explain, or expand the quantitative

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results. Quantitative and qualitative data are gathered and investigated in series: first quantitative data were accumulated and evaluated, and then qualitative data were analyzed so this could be used to support the survey result. A characteristic example would contain conducting follow-up qualitative interviews of representative or intense cases to more deeply explore quantitative results.

Research Instruments
These are the following research instruments that were used to collect data.

1. Questionnaire

The questionnaire was used as the primary instrument for this study. The research questionnaire consists of survey questionnaires. The items of the questionnaires are adopted and adapted from different people using Gilster (1997) framework. According to Griffiths and Oxford (2014) encouraging the researchers to adopt the preexisting questionnaires to fit with the contexts of the study is better than developing a new questionnaire using various tools that may not yield validation. This is the reason why this study adopted and adapted Acharya (2015), Van Deursen, Helsper and Eynon (2014), Al Khateeb (2017), and He (2017).

The questionnaire was written in English and translated in Kachin because the participants are in elementary and pre-intermediate level based on their curriculum of English only. Translating the questionnaire in their first language (Kachin) is appropriate because this made sure the participants had a better understanding of the survey questions. Additionally, all Kachin translation was also evaluated by native speakers of the Kachin language.

The questionnaire has two main parts:

Part I is comprised of demographic questions related to the participants' gender, age, and study program.

Part II is the main body of the questionnaire divided into four adapted from Gilster (1997). This consists of 39 statements in relation to the framework using the four competencies involve in digital literacy.

The four domains are:

(1) Knowledge assembly (For perception)
(2) Content evaluation (For perception)
(3) Internet searching (For competence)

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(4) Hypertextual navigation (For competence)

2. Semi-Structured Interview

The semi-structured interview was used to clarify the answers or information that the participants had provided to the survey questions and to further support the interpretation of the survey findings. The semi-structured interview was conducted to 5 teachers from TESOL and Dip. Ed program and 15 students from TESOL and Dip.Ed program who had answered the questionnaires. The interview was carried out in the local language while the answers from the interviews were translated into English. The purpose is to obtain more in-depth information.

Findings and Discussion
The MIEd's learners' perceptions of the use of digital literacies in and outside the English language classroom

The answer the research question (1), the data were analyzed using descriptive analyses, first, find the frequency and percentage, followed by the mean (M) and standard deviation (SD). The result of the findings would be illustrated in the table based on the first Knowledge Assembly and content evaluation domain of digital literacies.

The results of students' perception are shown in Table 4.1 and 4.2 while the findings on teachers' perception would be explained and supported by the findings from the interview.

Knowledge Assembly
Table 1: The result of the analysis of students' perception of knowledge assembly on the use of Digital Literacies

Item	Frequency and Percentage					Mean	S.D	Interpretation
	1	2	3	4	5			
1. I believe using digital materials support my learning within and	-	-	2 (1.7%)	43 (35.8%)	**75 (62.5%)**	4.60	.52	Very high
3. I believe that teachers can demonstrate lessons better using digital materials in class.	-	-	1 (.8%)	46 (38%)	**73 (60.8%)**	4.60	.50	Very high
4. I believe finding information using the internet for a specific topic is important so students appreciate the usefulness of digital materials	-	-	5 (4%)	3 (30.8%)	**78 (65%)**	4.60	.56	Very high

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better.								
8. I feel that when I read online texts such as in the SNS (social networking sites), this helps me to think critically.	-	-	1(.8%)	47 (39%)	**72 (60%)**	4.59	.51	Very high
9. I believe that the use of digital literacies can help improve my listening and speaking skills.	-	-	-	40 (33%)	**80 (66.7%)**	4.66	.47	Very high
Overall result			2.78%	37.4%	57.5%	**4.52**	**.28**	**Very high**

Note: Strongly Disagree = 1: Somewhat Disagree = 2: Neither Disagree nor Agree = 3: Somewhat Agree = 4: Strongly Agree = 5

Table 1 indicates that the result when it comes to the assistance of digital literacies to students' knowledge assembly was very high as illustrated by the M = **4.52** and SD = **.28**. The indication is that MIEd students' perceptions of knowledge assembly on the use of digital literacies are quite positive especially on findings digital materials.

The result was also supported by the follow-up interviews from the participants based on their perceptions. Based on the Knowledge Assembly domain, these are the extracts of the students' interview.

S1 (Male): "I strongly support the use of digital literacies or online materials in the English language classroom because <u>it is very useful for four skills of English teaching and learning</u>."

S7 (Female): "I support the use of digital literacies or online materials in the English language classroom because <u>we can search and learn all kinds of information when teachers give us an assignment.</u>"

Based on the interviews, the students feel that the use of digital literacies in their English language in and outside the classroom can be very helpful as these provide additional knowledge that teachers might not be able to provide in the traditional English language classroom. In addition, results tend to imply that through digital literacies, students demonstrate their interest in learning as most of the students in MIEd indicated on the domain knowledge assembly.

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Darasawang and Reinders (2010) and Dang (2011) stated that online teaching materials are likely to support and promote learner's autonomy and a good foundation to build an enjoyable English learning Dang, 2011). This illustrates the importance of the digital materials available to students inside and outside the classrooms as these have a tendency to develop students listening, speaking, reading, and writing abilities if used appropriately.

Content Evaluation

Table 2: The result of the analysis of students' perception of content evaluation on the use of Digital Literacies

Item	Frequencies and Percentage					Mean	S.D	Interpretation
	1	**2**	**3**	**4**	**5**			
11. I consider digital literacies will allow me to share my work with a wider and more varied audience.	-	-	9 (7.5%)	37 (30.8%)	74 (61.7%)	4.54	.63	Very high
12. I think today's digital literacies can help me show my	-	-	5 (4%)	41 (34%)	74 (61.7%)	4.57	.57	Very high
14. I believe that digital literacies encourage me to learn and connect me to resources about my topics of interest.	-	-	2 (1.7%)	33 (27.5%)	84 (70%)	4.66	.55	Very high
15. I consider the multimedia contents available online submerge me fully to topics I study.	-	-	1 (.8%)	29 (24%)	**90 (75%)**	4.74	.45	Very high
16. I believe that digital literacies help with my learning through the materials I download and videos I watch in English related to the topic I study.	-	-	1 (.8%)	36 (30%)	83 (69%)	4.68	.48	Very high
17. I think digital literacies can help me to interact with my classmates and teachers in and outside the language classrooms.	-	-	1 (.8%)	37 (30.8%)	82 (68%)	4.68	.48	Very high
18. I consider the uses of digital literacies to make my learning more enjoyable.	-	-	1 (.8%)	32 (26.7%)	**87 (72.5%)**	4.71	.47	Very high

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				21 (17.5%)	99 (82.5%)	4.82	.38	Very high
19. I believe that digital Literacies reinforce my skills in the English language such as listening, reading, speaking and writing.	-	-	-					
Overall result	**5.5 8%**	**4 %**	**2%**	**26%**	**61.59%**	**4.33**	**.25**	**High**

Note: Strongly Disagree = 1: Somewhat Disagree = 2: Neither Disagree nor Agree = 3: Somewhat Agree = 4: Strongly Agree = 5

The score of content evaluation might not be as very high compared with the Knowledge Assembly domain but with M = **4.33**, SD = **.25** it is considered high looking at **item 13**, *Today's digital literacies do more to distract me from my learning than to help me*, still considered as very high as the item above is a negative question in which students answer 'strongly disagree.

As illustrated in table 2 student have high perception in terms of digital literacies content evaluation. As the different items in table 4.2 have illustrated that the students are dominated with 'strongly agree' and 'very high' scaling, this, therefore, indicated that students have favorable and positive perceptions on the use of digital literacies in and outside the English classroom.

The implication based on the survey done is that the MIEd have a high expectation that digital materials are likely to contribute positive outcome to the 21st-century learning environment.

Few extracts from the students' interview related to the fourth domain supported the survey. The majority of the students believe that the use of digital literacies is likely to improve their four skills especially speaking and reading.

S 4 (Male): *"The use of digital literacies is very useful especially in improving my four skills because there are lots of online materials and other application that I can use to improve my speaking and reading ability."*

S 6 (Female): *"Using digital literacies is useful in improving the four skills that I can use in teaching and learning English language now and in the future."*

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S 8 (Female): "*Although there are many learning and teaching materials that I can use digitally sometimes it is hard for me as I don't know how to navigate and search for the appropriate materials to be used in my assignment, but friends help me.*"

The majority (70%) of the students being interviewed has a strong inclination that digital literacies can help them improve their learning process, some face challenges on how to choose the right materials online.

In the region like Kachin where everything seems new with regards to digital literacies, choosing what is considered appropriate learning materials can be a challenge, thus knowing how to choose the right materials still need to be discussed among students and teachers or among peers. Thus, learning cooperatively might be able to help especially for those students who have still encountered difficulty in navigating online websites.

The MIEd's teacher's perceptions on the use of digital literacies in and outside the English language classroom

As for the teachers' perceptions, the result of the interviews illustrates that teachers tend to have a positive perception of the use of digital literacies in terms of knowledge assembly and content evaluation. The majority of them stated that digital literacies are a necessity in the English language classroom and viewed as important for teaching and learning.

Knowledge Assembly

The following extracts of the interviews based on *knowledge assembly* is provided:

T 4 (Female): "I strongly support the use of digital literacies or online materials in the English language classroom because it is very important for developing students four skills also we can find and get the pieces of information wherever we are whenever we need them.
… I think the students/teachers need to incorporate digital literacies in and outside the English classroom as you can acquire them in your computer, laptop, smartphone, iPad once you have internet … Not only that we can also use social media application such as wechat, fb, twitter, line for teaching and learning using these digital tools."

This extract from the interview indicated that teachers are aware that the knowledge and the importance of digital literacies when utilizing in the English language classroom. Teachers perception on the domain, knowledge assembly, indicated that the incorporation of digital literacy into individual subject parts, for instance in ELT within general curriculum has the opportunity of 'killing two birds with one stone' (Allen, C. (2015), in periods of classroom

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activities looking for at once not only to development language proficiency but also to raise digital literacy (Shetzer and Warschauer, 2000). As digital literacies are found necessary in teacher teaching, there has been a necessitate for a realistic structure for lesson setting which shows teachers employing different digital learning activities, sources, and instruments into the curriculum and classroom.

Content Evaluation

While teachers' perception of content evaluation is also quite positive though there are still teachers who are more traditional. Almost 80% of the teachers being interviewed believe that digital literacies will be able to help them find innovative materials which foster students' four skills, as well as, enable them to enjoy learning as the materials they can find on the internet are interesting. Digital materials also prevent monotonous teaching and repetitive activities.

One of the teachers explained during the interview.

T 4 (Female)*:* "Digital literacies can enhance students' four skills especially in communication and writing skills. There are different online resources that can be found which help students reading and listening skills. Using these innovative materials can help students to practice their listening or reading. As most of the students cannot speak and write well, these digital materials can be very useful not only for our students but to the teachers as well." (Teacher 4)

"Even though the internet provides countless teaching materials that I can use in teaching, it is hard for me to find materials that suit students' precise needs as everything seems good to me. I need someone to explain and guide me to choose the online teaching materials for the level of my students".

T 5 (Female): In general, knowing what information the teachers' need can make teaching easy, as they can get important information that they can use in the classroom. Using digital materials is useful especially for listening because it can make and help students improve their listening skills**.** I strongly support the use of online materials in the English language classroom as it is a vital point for higher education. The facilities/devices that I think the students/teachers need to reinforce digital literacies so this can be used appropriately in and outside the English classroom to help students to progress in learning.
However, this can be a big problem for my case, as I am confused about what the appropriate materials I might need are. I still need to learn more about evaluating right and appropriate digital contents for my teaching.

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Based on the result of the interview it was implied that the teachers at MIEd Kachin State have a positive perception in the use of digital literacies in and outside the classroom as indicated in the interview results on Knowledge Assembly and Content Evaluation. Though some teachers found that it is a challenge to find suitable teaching materials that can cater to the different level of students, they expressed the importance and helpful implications of digital literacies to Kachin teachers once implemented in the English language classrooms. Thus, teachers would like to integrate digital literacies in the MIEd. Through these findings, teachers in Maija Yang Institute Education may gain new insights about the digital literacies and develop their understanding better on how 21st century be taught and learned in and outside the English language classroom.

Knowing how to use and exploit this innovative technique in learning might be able to promote an optimistic approach in teaching while constructing a wisdom of learning among the community of learners.

The competent learners in MIEd use digital literacies in the English language classrooms
The results of the analysis which answer the research question (2) were based on the three domains: Internet Searching, and Hypertextual Navigation.

Internet Searching
Table 3: The result of Internet Searching used by competent learners at MIEd English language classrooms

Item	Frequencies and Percentage					Mean	S.D	Interpretation
	1	2	3	4	5			
20. I use an online search engine to help me find information on the Web.	-	-	1 (.8%)	42 (35%)	**76** (63%)	4.63	.50	Very high
21. I know how to find different materials such as articles, books, video files and other information in English from my computer.	-	-	3 (2.5%)	49 (40.8%)	68 (56.7%)	4.54	.54	Very high
22. I downloaded different materials such as articles, books, video files and other information in English and save to my computer for future use.	-	-	7 (5.8%)	35 (29%)	**78** (65%)	4.59	.60	Very high

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23. I know how to find and download television shows or movies online in English.	-	-	2 (1.7%)	42 (35%)	**76** (63%)	4.61	.52	Very high
24. I watch television shows and movies online in English.	-	-	2 (1.7%)	35 (29%)	**83 (69%)**	4.67	.50	Very high
25. I use a social networking site (such as Facebook, Twitter, LinkedIn or Skype) to communicate with my teachers and classmates.	-	-	4 (3%)	38 (31.7%)	**78** (65%)	4.61	.55	Very high
26. I downloaded learning materials I found online – like songs, texts or images and use in my English assignments or projects.	-	-	2 (1.7%)	31 (25.8%)	**87 (72.5%)**	4.70	.49	Very high
29. I watch videos on the video-sharing site (such as *YouTube* or *Google Video*).	-	-	8 (6.7%)	33 (27.5%)	**79** (65.8%)	4.59	.61	Very high
30. I always search for information from the internet when I have some problems with my homework.	-	-	1 (.8%)	34 (28%)	**85 (70.8%)**	4.70	.47	Very high
Overall result			**3 %**	**33%**	**63.5%**	**4.64**	**.50**	**Very high**

Note: Strongly Disagree = 1: Somewhat Disagree = 2: Neither Disagree nor Agree = 3: Somewhat Agree = 4: Strongly Agree = 5

Whereas the Mean score and Standard deviation of the second domain: Internet searching is very high as illustrated, M = **4.64**, SD = **.50**. This also shows among the items that the students have frequently used, '*downloading learning materials'*, '*search for the information used for homework*' and *'watching English television shows and movies'* are the first three internet searching areas the MIEd students are commonly visited as part of their learning tools.

The results above were supported by the interviews from the students. According to them through internet searching, they learned a lot many things.

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The extracts of the interviews are given as part of the examples:

S 2: (Male): *"I have learned how to do power point presentation (PPT) and slide show in the classroom presentation through the use of internet searching…"*

S4: (Male): *"I search in the internet information which is useful to develop my four skills especially reading, writing and speaking materials as I know these are essential for learning of English language. This helps me to improve my speaking and writing and be fluent in listening and reading."*

As the result indicated, there is more useful information the students have learned through internet searching. This knowledge has a positive consequence to students learning skills such as taken from the extracts of the interviews. According to Lopez and Perea (2017), digital literacy refers to the skills individuals need to exist, coexist, cooperate and join forces in digital spaces. This refers to communicating with others, accessing and sharing information, participating in autonomous spaces and building mounting creativity personally, through online and personal distinctiveness between others.

Hypertextual Navigation

Table 4: The result of Hypertextual Navigation used by competent learners at MIEd English language classrooms

Item	Frequencies and Percentage					Mean	S.D	Interpretation
	1	2	3	4	5			
33. I am able to analyze information from multiple sources.	-	-	8 (6.7%)	37 (30.8%)	**75 (62.5%)**	4.55	.61	Very high
35. I am able to write appropriate responses to a post.	-	-	2 (1.7%)	52 (43%)	66 (55%)	4.53	.53	Very high
37. I am able to visually organize data taken from different sources for learning purposes.	-	-	5 (4%)	47 (39%)	68 (56.7%)	4.52	.57	Very high
38. I am familiar with different varieties of navigation, such as the use of PowerPoint, websites, blogs,	-	-	7 (5.8%)	39 (32.5%)	**74 (61.7%)**	4.55	.60	Very high

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etc.								
39. I am aware of the difference in written, graphic or video representations.	-	-	2 (1.7%)	47 (39%)	**71 (59%)**	4.90	.63	Very high
Overall result			4.50%	40.7%	54.7%	4.53	.56	**Very High**

Note: Strongly Disagree = 1: Somewhat Disagree = 2: Neither Disagree nor Agree = 3: Somewhat Agree = 4: Strongly Agree = 5

Interestingly, the findings indicated that in terms of hypertextual navigation students MIEd students seem to be fully competent as the result of the survey implies that they appeared to be fully aware and responsible on their actions when it comes to the internet navigation.

In this particular domain, the result shows that 54.7% of the participants, **M = 4.53, SD = .56**, are highly competent learners as they indicated that they know and utilize hypertextual navigation appropriately. Considering the result of the mean and standard deviation of this domain, this indicates 'very high' in terms of the users of this domain.

Based on the interview that can support the descriptive analysis which had shown on the table above:

S *1* (*Male):* "*Having a laptop and smartphone is important for learning in and outside the classroom as sharing files can be useful as long as you have the internet. Sending text online such as wechat and fb can be easy if you one of these gadgets with you.*"

S3 (*Male*)**:** "*Navigating online is easy and comfortable whether you are in or outside the classroom, as there are lots of information, we can access which are useful for example listening and speaking.*"

Based on the interview students voiced their reasons why they need to use hypertextual navigation in and outside the classroom. For them knowing how to navigate online sources can provide extra help whether they are inside or outside the English language classroom. Their opinions illustrate that are advocating the use of digital literacy, as they found it a necessity for learning in a learner-centered informative tradition. Thus, it is necessary to be well-informed and competent of identifying the information required (Durodolu, 2016). These abilities are a fundamental and crucial part of the learning process informal and even informal teaching and learning which is essential for lifelong learning. According to Durodolu (2016), learners who

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have these abilities, comprehend fundamental instructions which concern the improvement of literacy skills which are required for individual learning (Williams and Wavell, 2006).

The MIEd teachers' competency in the use of digital literacies in the English language classrooms

To answer the research questions (2), the result indicated that the teachers from MIEd are relatively competent in terms of internet searching and hypertextual navigation.

Internet Searching

Based on the interview, the teachers of MIEd are likely to be competent teachers when digital literacies are the subject matter. This result is supported by the extract from the interview conducted to them.

According to **T5** she normally used internet searching if she needed the information to be used in the classroom especially if she wanted her students to do group work. This implies that she seems to know what information she was looking for depending on her students' activity.

T5 (Female): "*It is easy for me to find important information on the internet especially if I use it in the classroom for my students' group work and assignment.*"

T 3 (Male): "*I used internet searching as I know the materials I found are useful to improve their four skills. Because I can find all kinds of information for reading according to the level of students that I cannot find in the library. I can search and get songs, conversations materials from the Internet that can be used for listening, I can get dialogues for speaking, and I can obtain all sources that I can use for my students writing.*"

As indicated, teachers seem to be competent in Internet Searching domain of digital literacies. The findings of the interview imply that teachers used internet searching to help their teaching easier and valuable. As teachers emphasized, online teaching materials are a good source to help teachers to teach and learners to learn using some of the innovative materials that they can find online. Thus, to be able to prepare the next generation of teachers in MIEd, student and teachers need to be provided with teaching and learning materials which are up to date. This should be started with the institution with facilities equipped with technologies where students can come and use online resources. As Craig and Patten (2007) stated, at the height of digital technologies, English language learning (ELL) is best learned with digital resources where learners can keep up to the rise of new materials which help with their verbal dealing abilities, upward their vocabulary, and improving their reading considerably. Moreover, getting in touch with the Internet and social media enlarges learners' intercultural proficiencies and progress

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international realization. Furthermore, most of the teachers in MIEd have pointed out that internet searching provides extra help in teaching and learning. Hence, to be able to use digital technology in the English language classroom in and outside the classroom of MIEd might be able to change and develop teachers' attitude towards the English language teaching and create a sense of learning community among students.

Hypertextual Navigation

Another domain of digital literacies is the hypertextual navigation where internet users should be aware their responsibilities when navigating the information or knowing what is right and wrong, what information the students' need or what information needs to be followed or not.

Based on the result of the interview as far as the hypertextual navigation is concerned it seems like the majority of the teachers are competent in navigating some of the new technologies. Some of the navigations that they commonly used is the use of the power point, websites and reading blogs.

T 4 (Female): "I navigate all kinds of sources and information using computer and phone outside of the classroom and I choose which information is relevant to my teaching only."

T 3 (Male): "I normally use different kinds of teaching materials to support my teaching, so I discussed with my students the app that they need to go to find what I have given them. For example, the songs which are suitable for my students and information which are accurate so students could not be mislaid"

The Hypertextual Navigation with regards to digital literacies is one of the most important skills that Kachin students should possess as the internet has massive information. Knowing how to navigate various sources help the users such as the teachers in MIEd to know which information they have to believe and discard especially 'fake news' is everywhere. Therefore, teachers need to help students to be aware of what to believe, what is ethical and not ethical.

Conclusion

Although countless learning resources can be found online, students must be conscious that looking for the right digital materials need proper skills or knowledge in order to apply and use to language learning. Therefore, students need to make sure that they have sufficient literacy to appreciate the usefulness of different pieces of information online to fully appreciate what these materials can lead them into. For example, in **finding information**: as all information tends to be good, knowing which information is 'authentic' and 'fake' is vital. Thus, it is

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recommended to know the sources of the materials that a student is using. Once the materials a student read or use come from reliable source/s, the information you found is usable. **Ethical responsibility**: as the internet provides learning materials which help students to ease their learning development, they need to be aware that they are responsible to acknowledge the sources they use and give credits to authors who are responsible in providing reading or writing materials. For example, articles, images, videos or any texts found online. Students need to remember; using other people's work and not acknowledging the sources is unethical and has serious consequence to your life as a student and in your future career.

Furthermore, teachers need to be aware of the diverse learning styles of their students so that appropriate online learning materials can be selected in order to generate language lessons that can engage students in learning activities. Though the internet can provide different learning materials they need to teach, teachers need to understand that it is not about the materials alone but their teaching ability that matters most. Teachers need to be aware that online teaching materials that can be used as additional teaching tools can only be functional if these are used appropriately, understanding what type of teaching materials students' needs will depend on their learning ability and teacher's teaching skills. Therefore, incorporating digital materials to teaching and learning also needs some consideration as this involves different factors, such as the teaching approach, the settings or learning facilities, students' ability, teachers and students' competence of using technology, all of these should be taken into account.

Additionally, institutions need to be aware that to integrate digital materials and online literacies in the classroom. In the context of the MIEd, providing teacher training to in-service teachers or workshop seminars to assess their teaching ability or up to date teaching methods in the English classrooms is necessary. Once the institution supports this approach, integrating this method in the classroom can be easy as teachers and students will be aware of the set of rules in using digital teaching and learning materials. Although information technology has been used in different parts of the world for many years, in the context of Myanmar this is still a new phenomenon. Thus, in the context of teaching and learning the use of digital materials as scaffolding to teachers and learners is still a new undertaking. Thus, the vast teaching materials that can be found on the internet should be viewed as important resources with caution.

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