

Integrating Digital Literacy in English Language Education: Challenges and Opportunities in Pakistan

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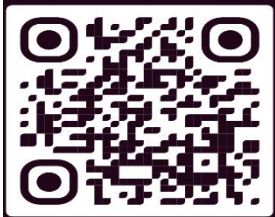
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Abstract

This research examines how digital literacy can be incorporated into English language teaching and learning in Pakistan, particularly regarding the prospects and tensions involved. With the advancement in the use of technologies in teaching and learning, it has become essential to establish ways of improving students' digital literacy so that they can adopt their literacy skills. However, Pakistan's educational environment has multiple challenges, such as the absence of a digital environment, insufficient teacher preparation, and the gaps caused by socio-economic differentiation. Nevertheless, the study reveals profound learner-centered opportunities for the enhancement of teaching English to learners, participating in the use of ICT in the learning-teaching process, which positively affects learners' thinking and can widen their exposure to different materials. The study also underlines the need for specific policies, innovations in infrastructures, and training schemes for educators to introduce digital literacy as part and parcel of English language teaching and learning and to eradicate the digital divide and enhance the learning achievements of students in Pakistan.

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Introduction

Digital literacy has turned into a requirement that is absolutely vital in the sphere of learning at the dawn of the 21st century. It comprises of all fundamental skills that one needs in-order to be able to use gadgets, communication programs and networks in order to access and manipulate information. The use of digital tools is increasingly common in education; therefore, knowledge about digital literacy among teachers and students should be improved to increase the effectiveness of learning (Abbasi et al., 2021). As for the development of the IT skills in English language instruction in the context of the developing countries, such as Pakistan, it is necessary to mention that this situation has its specifics and both challenges, and opportunities (Asad et al., 2020).

In Pakistan educational field has not shown mature behaviour in terms of digital literacy especially in teaching English. Some of the new technologies' impediments include; restricted use of technology, shortage of teachers skilled in the use of new technologies, and poor infrastructure among others. However, the possibilities of integrating digital literacy into education of English are quite promising. Technology can increase students' interaction, facilitate language development, and introduce students to numerous online sources that can be helpful when it comes to learning (Joseph & Khan, 2020). Consequently, the purpose of this present research is to examine these challenges and, in turn identify the prospects of promoting appropriate digital literacy in the teaching of English in Pakistani schools (Jamil, 2021).

Problem Statement

The increasing use of technology in education has brought about several challenges in effectively integrating digital literacy principles into teaching the English language in educational institutions in Pakistan. Some of the difficulties identified include inadequate resources, lack of teacher socialization, and teachers' reluctance to embrace change. Thus, students cannot receive the maximum advantages connected with learning information and communication technologies while studying English. This gap is substantial because, through exposure to various texts and technology-aided communication, digital literacy can supplement, boost, and

complement linguistic skills regarding reading, writing, listening, and speaking. This research seeks to categorize these difficulties and find ways of improving the application of technology-assisted literacy in teaching English in Pakistan to enhance linguistic achievements among learners (Kumary et al., 2024).

Research Objectives

- To explore the difficulties experienced by teachers in terms of incorporating computer literacy into teaching English in Pakistan.
- Determine the benefits that students can get from digital literacy throughout the process of learning the English language.
- To find out the approaches for dealing with such concerns and enhancing the application of digital literacy in English language teaching.

Research Questions

- What are the major difficulties in implementing Information and Communications Technology (ICT) in teaching the English language in schools, colleges, and universities in Pakistan?
- How can and can effectively incorporate digital literacy for further improvement of students in their English language learning?
- What are the practices that should be adopted to promote the appropriateness and efficiency of broader IT competencies in English language education?

Literature Review

Digital literacy in Education

Digital literacy is the extent in which an individual can use Information and Communication Technologies to understand, search for, process and share information, skills that involve both know-how and thinking skills. According to Joseph & Khan (2020), in relation to the teaching

and learning in education, the digital literacy concerns the use of digital technologies. Including digital literacy into English language teaching and learning enable the students to foster critical thinking ability, language update and enable them be fit to face the world challenges associated with digital technology (Joseph & Khan, 2020).

Issues Related to Digitality

Multiple research works have revealed multiple problems associated with incorporating digital citizenship in the teaching of English language in Pakistan. The first identified challenge is centred on the use of technology, whereby the participants complained that they rarely had access to technology. A number of schools especially in rural zones of Pakistan lack the basic amenities like computers, the internet, etc. for e-learning (Abbasi et al., 2021). Also, there is a scarcity of teacher training programmes for constructing digital literacy. A review of literature indicated that most of the teachers have no knowledge of the existing technology and also lack the knowledge on how to adopt it in their teaching practices (Asad et al., 2020). Another main problem is educators' lack of willingness to shift to a new process or a new strategy. In this case, there are some limitations of the implementation of new technologies in teaching such as teachers' fear of technology, or lack of faith in their own digital proficiency or traditionalist beliefs with regard to the increased value of traditional ways of teaching over the use of new technologies. In addition, the restriction known as digital divide that is the demographic separation of society which is divided into two parts, the group that has the access to the digital technologies as well as the group that has no access to such kinds of technologies is one more challenge of the digital literacy in Pakistan. Such a split is deeper especially within the deprived areas where there is a concern over the acquisition of the technologies (Jamil, 2021).

Benefits of Digital Literacy

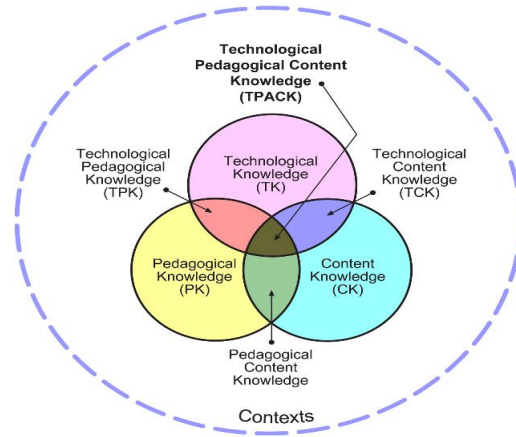
Nevertheless, the gains that can be achieved from the integration of digital literacy in the education of English are enormous. It is becoming increasingly easier to hold the attention of students through the use of digital tools since this makes learning more fun. For example,

multimedia includes videos, audio, and even exercises which makes learning of languages more enjoyable for students (Rehman et al., 2022). Digital literacy can also enhance language skills because it offers students various opportunities to use online sources. For example, often used by students are online dictionaries, checking the work and its correctness with the help of grammar checkers, using language learning applications.

Furthermore, it is possible to link language learning with computer use and establish the ways of interaction between students to develop their communicative language abilities in a quite effective manner (Joseph & Khan, 2020). In addition, understanding of Information Technology can enhance students' chance to fit into the digitized world. Computer literacy is mandatory in the contemporary environment, both in learning and in the workplace. Thus, focusing on the implementation of digital literacy into the subject, the English language education prepare students to live in the digital world (Asad et al., 2020).

1.1 Case Studies and Best Practices

Some of the literature reviewed indicate a number of other countries and regions' teaching and learning best practices that can be used as a benchmark on how to effectively teach and implement digital literacy into English language teaching and learning. For example, a research that was done on the integration of ICT by secondary teachers in Nepal revealed that the teachers were stretched by several challenges such as deficit in resource and training. However, the study also pointed out the need to address the issues described by encouraging the teachers and availing resources and training to overcome such challenges (Khadka, 2021).



Likewise, another study conducted on the teachers of Sindh, Pakistan also presented that, only when training and professional development of teacher specifically for using ICT application in ELT efficiently is carried out, the use of ICT and particularly the digital literacy could be promoted and integrated into the class. Thus, it is possible to state that there is a robust literature about the integration of digital literacy into the teaching of English language learning, but there are some research gaps. First, many articles identified the problem of digital integration and patient care, which gives little attention to the possibilities of digital literacy. Furthermore, future studies should focus on identifying measures about how to address the existing digital integration problems and improve the application of digital literacy in teaching English. This research is, therefore, an attempt to fill these gaps by offering a synthesis of the literature on the issues and potentialities of teaching/learning digital literacy as an aspect of English language instruction in Pakistan.

Theoretical Framework

Based on the study, the methodologies used in the research include: Technological Pedagogical Content Knowledge (TPACK) framework and the Diffusion of Innovations (DOI) theory. This present study indicates that the TPACK model is helpful in depicting the integration of the technological, pedagogical, and content knowledge, and notes that to obtain a constructive outcome in learning, teachers have to integrate these areas (Assad et al., 2020). In the context of

the current study, TPACK frames the analysis regarding how and what technology can assist in language instruction. DOI abbreviated as Diffusion of Innovations was evolved by Rogers to created a framework regarding the adoption of innovations in a social system over time. This theory was assist in evaluating the decision to incorporate the digital literacy tools among educators and understand their utilisation factors (Jamil, 2021). Based on the integration of these frameworks, this study intends to investigate the problems and prospects of technology integration in English language teaching and learning, creating a systematic view of the process and effects on the learning and teaching process.

Figure .01 [TPACK framework](#) *(Detail of the framework)*

The use of the TPACK framework and DOI theory in this research work offers a comprehensive understanding of the challenge of incorporating technology in ELT and ELA. The TPACK framework is considered appropriate as it indicates the relationships between the utilization of technology, pedagogy, and content knowledge in teacher practice, which is paramount when using technology-enhanced learning. BY contextualizing the analysis within TPACK, the study can identify how technology can support the teaching of languages and which tools of technology-enhanced learning are most appropriate for teaching languages. On the other hand, the DOI theory provides a framework to view the integration of digital literacy resources among teachers. It sheds light on the promotion and the barriers involved in implementing decision-making concerning the use of new technologies in education and how such change spreads within an educational setting. Both frameworks, when used in unison, make it possible to examine not only the approaches to integrating the technologies in teaching and learning but also the factors that could influence the process and its outcomes, thus providing a more comprehensive view of the Effect of technologies in facilitating English language education in Pakistan. This dual framework enables the study to reveal the challenges and opportunities to apply the technology and consider the reasons behind affecting the application of this kind of technology in education.

Methodology

Research Design

The research design that was used in this study was be quantitative and qualitative data collection procedures. This approach was help to get an overall view of the problem to be studied, that is, the possibilities and difficulties of practicing DIC, concerned with English language education. This chapter briefly describes the research design, participants, data collection, and data analysis employed in this study. The purpose is to give a description of the methodology used in characterising attains of consolidating the digital literacy in English language teaching and learning within the Pakistani context pointing out the difficulties and possibilities. The data collection process in this research involves primary data gathered through semi-structured interviews to give an in-depth understanding of the participant's views.

Data Collection

The research approach used in this study is qualitative research that aims to help the researcher understand and capture students' detailed experiences and perceptions of the integration of digital literacy in English language learning. If developed carefully and implemented correctly, qualitative research is suitable for investigating complicated processes in their natural contexts; the focal participants' experience is described thoroughly. Semi-structured interviews used in this research enables the use of set questions while at the same time enabling the respondents to explain in detail on various area of interest in their own words. This approach guarantees that the primary data collected is adequate and rich because the integration of digital literacy is a complex process.

Subjects were purposefully recruited from the BS English and Media Studies department of the National University of Modern Languages (NUML) in Rawalpindi. This selection was made based on the fact that these students are likely to be familiar with methods of learning English as well as being exposed to the use of digital media in their normal lives, thereby having key insights into the topic under study. There were 20 participants in the research; the genders

of the students were equally distributed, and the range of academic achievers was established. While recruiting the participants, the faculty was first contacted to get recommendations for participants, and the rest of the participants were recruited through e-mail and class announcements.

These criteria defined the admission to the study based on the number of years that students have already spent studying and, therefore, they have interactions with the curricula and tools employed in their courses. Among the data collection techniques that were determined suitable for the study, interviews were identified owing to their moderate degree of structure. An interview schedule was, therefore, designed to make the interview more structured while keeping the researcher open to follow-up questions that may arise from the interviewees' responses. The guide used questions pertaining to the students' practice, issues of digital literacy encountered, opportunities observed, and the effects of learning English.

Data Analysis

The interviews were conducted in a one-on-one manner in a comfortable and private room on the campus, to avoid any interferences and to ensure, confidentiality had was maintained. All the interviews were conducted within the specified 45 to 60 minutes to allow the participants a chance to give their opinions fully. To ensure that there was free and frank discussion among the participants of the study, they were briefed on the purpose of the study, their right to anonymity was explained to them, and consent was sought from them in writing before the interviews started.

For data analysis, the following steps were taken:

Transcription: Permission was sought from all the participants to audio-record the interviews, which were later transcribed word by word. This facilitated capturing all aspects of their responses to the process and other aspects.

Familiarization: This was followed by reading the transcripts several times to get to know the data well. This step enabled a content analysis that offered a qualitative understanding of the data and the context of the participants' responses.

Coding: The indicated research paradigms require systematic data coding, which entails inductive and deductive analysis. Coded categories were developed from the research questions and the two theoretical frameworks used in the study, TPACK and DOI. Other codes were, however, invented as the study proceeded.

Thematic Analysis: These codes were then further amalgamated into larger categories that addressed some of the main concerns and findings regarding the use of digital literacy in teaching English. It is worth admitting that such thematic analysis would assist in identifying generic patterns, emerging issues, and the like, as described and introduced by the participants involved.

Interpretation: The obtained themes were further discussed in light of the study's goals and the TPACK and DOI frameworks. This interpretation offered the required insight into the relationship between the use of technology, teaching, and content knowledge in the English language and the nature of the adoption of such technologies as influenced by several factors.

Validation: To ensure the objectivity and consensus of the findings, the identified themes and interpretations were not only discussed among the researchers but also re-checked. Any differences were addressed and avoided through consensus, making the audience feel included and part of the research journey.

These steps enabled a thorough and structured approach to the analysis of the data collected through the interviews, reassuring the audience about the robustness of the research process and the comprehensive and truthful way of portraying the participants' experiences regarding the integration of digital literacy in English language education.

Ethical Considerations

To maintain the rights of the participants, the study was follow the necessary ethical practices regarding identification of participants. The participants were be asked to sign consent forms as part of the study and be told that they are free to participate or leave the study at any time. The study was also affirm that the collected data is not used for any other purpose other than research and that the results documented faithfully and without bias.

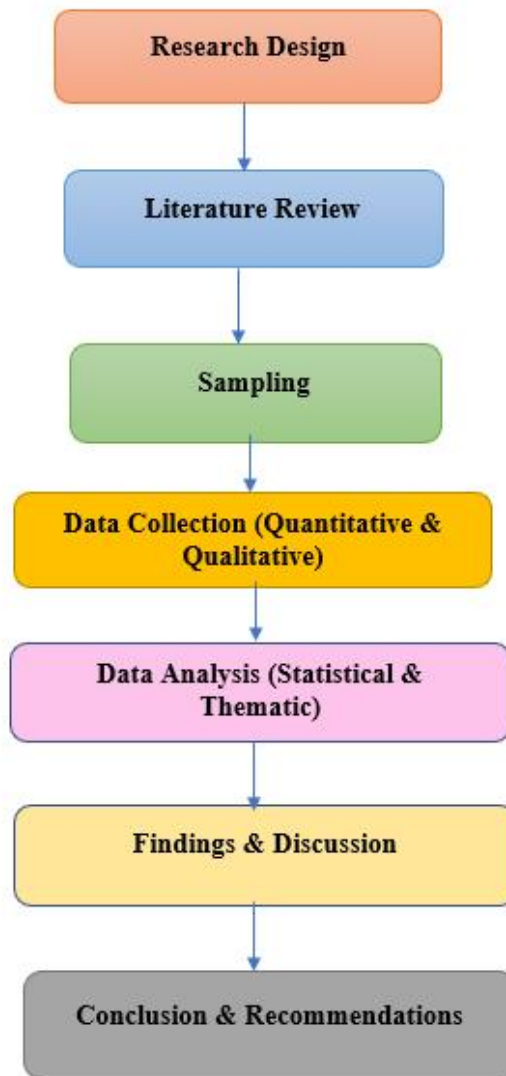


Figure. 02 (A flow chart of methodology) Self-made

Findings

The study of the semi-structured interview data shows a range of issues and possibilities with implementing and supporting digital literacy into the teaching and learning of the English language at NUML Rawalpindi. In this section, the main findings of the study with regards to the challenges expressed by the students and the possibilities for developing English language learning through DL literacy are discussed.

Challenges Identified

Restricted Use of Technology Resources

Among these perceived barriers, the problem of the availability of appropriate technologies and IT resources is cited as one of the most acute. The same students expressed the fact that they do not own personal laptops or a steady connection to the Internet, which is necessary in order to participate in online classes. These limitations result in communication barrier discontinuity and hamper numerous students' digital literacy, leaving certain of them outside the digital embrace and unable to pursue their academic progress online. Also, the infrastructure and resources of the university may be a problem, such as old computers in a laboratory or very slow and weak Wi-Fi connectivity to support the students' needs. The students noted that these restrictions help to make them feel out of touch and stressed as to the digital elements involved in projects.

Inadequate Teacher Training

The final mass issue is the shortcoming in preparing teachers to apply digital literacy as a teaching-learning resource. The students pointed out that most of their instructors are not familiar with technology, and this consequently affects the quality of digital education that learners undergo. This causes teachers to complain of always having to include class resources in their teaching plans and seldom being able to use other resourceful teaching techniques, thus using what is commonly known as the 'banking model' in education, wherein a teacher uploads information into the students' receptacles. The students opined that there is a need for enhanced and extensive teacher training to enable teachers to integrate ICTs into their teaching practice appropriately.

Resistance to Change

This is because the level of resistance to change was found to be a key factor that limited the integration of digital literacy. Students' and teachers' attitudes were shown to be hesitant to incorporate certain forms of technologies in the classroom. This resistance can be due to factors such as familiarity with traditional teaching methodologies, fear and unfamiliarity with new

systems and ignorance of the possibilities that come with applying technology. Some students stated that some of their colleagues still stick to the conventional mode of learning and do not like embracing the use of technology in learning, while some teachers perceived the integration of technology as an added workload rather than an improvement to the teaching practice. Such resistance hampers the complete rollout and functioning of initiatives related to digital literacy.

Opportunities Highlighted

Enhanced Student Engagement

Students pointed out the following beneficial factors that are associated with digital literacy. Regarding the benefits of employing the model, the first and most apparent one is the possibility of increasing students' interest. A number of improvements associated with learning can be produced by digital tools that can change the regular classroom setting to an environment that is more engaging. For example, the use of videos, podcasts, or interactive quizzes may be interesting and engaging to the students and make it easier to understand certain concepts. Self-generated data from the students revealed that when digital resources are incorporated appropriately, learners are more inclined to contribute to classroom affairs and learn more.

Improved Language Skills

A child can definitely benefit from exposure to a number of digital tools for learning because these are helpful in building language skills. It was noted that one can easily find comprehensive sources of language learning materials via the internet, such as e-books, online dictionaries, language learning applications, and educational websites, among other things. These teachers make the process of learning communication and language skills more flexible and elaborate. Also, the level of flexibility provided to students permits them to study effectively at their own pace and repeat specific topics in case they were missed during the initial instance. The students also explained that through the use of digital tools, they get to encounter real language from native speakers or real texts such as podcasts or other relevant and reliable texts, and this, they mentioned, improves their language competence.

Collaborative Learning

Digital platforms also enhance social learning among students on these platforms such that they can form groups and learn together. The functions of discussion boards, group messaging, and shared documents allow students to collaborate on assignments, discuss, peer review, and give feedback on their work. In addition, this teamwork fosters effective and efficient learning of the curriculum as well as personal skills such as teamwork, communication and problem-solving skills. Concerning this, students noted that they have even more opportunities to get acquainted with others even if they do not have a common class, and thus, they have people to turn to if needed. Indeed, this collaboration fosters students' engagement and peer learning, which is critical in language learning since the language is learned through use.

Therefore, concerns relating to the implementation of digital literacy in teaching the English language at NUML Rawalpindi can be summarized as follows: This was also supported by teacher twenty-two, saying there is still limited access to digital resources, teachers are not trained enough, and there is resistance to change are obstacles that must be eliminated in order to effectively harness the advantage of being digitally literate. However, there is hope for better student interaction, development and learning, mastery of language, and other collaborative benefits and information regarding the use of digital tools in the educational process.

Discussion

The results of the present research enlighten the multifaceted nature of demands and possibilities of teaching digital literacy in the context of English lessons at NUML Rawalpindi. The mentioned difficulties the scarcity of technological materials, minimum preparation of teachers, and the opposition to new change share essential factors that should be overcome to unlock the opportunity of using tools that change the gamut of learning. However, the prospects pointed out, including the increased student activity, language development, and teamwork, can be viewed as the directions which could contribute to the improvements of students' learning results and process quality.

This evaluation provides a deeper perspective of the findings to permeate the current state of integration of digital literacy. The problem of restricted availability of information

explains the problem of the digital divide, which is characteristic of many schools in Pakistan. Students' responses reveal that the majority of them had limited access to laptops and were most often connected to a stable internet connection. This lack of access not only limits students' ability to use online learning materials but also widens the gap in education. The problem is that students in a developing country can hardly afford to own these devices, and this can only be solved when institutions and policymakers make adequate provisions for these students due to the increased use of technology in learning.

An important issue mentioned was concern with the availability of digital materials that hinder the students' language skills in their learning process. Some experiential learning sources that students claimed were insufficient included the use of laptops and the right and reliable internet connections. This limit reduces their interaction with various linguistic materials that are obtainable online, such as e-books, academic journals, organization language apps, and other interactive platforms that can improve their reading, writing, listening, and speaking skills. Such resources are also vital in enabling learners to engage with real-life language contexts, thus enhancing their language acquisition and proficiency levels, and the lack of such resources hinders the general learning process.

Another significant issue is the need for teachers to prepare more to create digital competencies that can be applied to language learning. Appropriate knowledge and skills are inadequate among teachers for the incorporation of Information and Computer Technology in language teaching and learning. This shortfall in training erases the ability of teachers to give the students some platforms on which they can rehearse and enhance their linguistic utilization digitally. For example, due to a lack of training, educators could end up not being in a position to incorporate language learning software, online tests, or narratives, which are essential in developing the student's language proficiency. Lack of acceptance of change from both the students and the teaching staff was also a major factor.

Having discussed the applications and usefulness of the tech tools, it is now appropriate to say that most of the students and educators have been taught using traditional methods of learning languages and are not open to accepting the Utilitarian that is available. The study also

reveals that the problem of poor preparedness, especially in the area of teacher training, is a major hurdle that has to be dealt with.

As a result, a poor level of preparedness and training among teachers to enhance the use of these tools runs counter to the digitization and incorporation of literacy into the curriculum. This issue is supported by other literature sources focusing on effective professional development for teachers and emphasizing the need to provide teachers with extensive and diverse professional development programs. Training needs to involve both technical competencies with the technologies and pedagogical competencies in the use of the technologies in learning. Such programs can equip teachers with the necessary confidence in the teaching and learning practices to incorporate digital literacy into teaching and learning practices, hence improving the overall standards of education.

One of the major obstacles mentioned is resistance to change, which is typical of the majority of educational reforms concerning technology. This behaviour can be attributed to students' and teachers' prejudice against new technologies, which could be due to familiarity with conventional methods of learning and leveraging technologies, unfamiliarity with the advantages that ICTs have to offer, and simple fear of change. Consequently, the change process has been resisted mainly by employees. This can be addressed by developing a culture that accepts technological adoption. Schools and colleges should embrace the concept of trying out new gadgets and applications, with the advantages of digital competence being spelt out. This cultural change may be achieved with the aid of workshops, seminars, and real-life stories that demonstrate the benefits of literacy if attained through computers.

Comparing these findings with the materials available in the literature also evidences consistency. Actually, there is a vast literature concerning the impact of digital literacy in education, and the positive outcomes include mostly students' motivation to study, language, and collaboration. From the foregoing Accounts, One can see the echo of all these benefits in exercise at NUML Rawalpindi. However, the challenges of restricted resources, limited training, and resistance to change are also evident in the literature, thus making this study infer that these barriers are a global problem of the integration of educational technology. The

consequences for teaching English language in Pakistan are enormous. Hence, for the purpose of accessing the advantages of digital literacy, the outlined challenges should be solved by using various strategies to intervene. First, there must be enhancement of the existing technological factors. It is equally important for several academes to put resources in ensuring that the necessary internet connections, updated computerized classes and individual gadgets in cases of need are readily available. This can sort out inequalities, such as some children not having gadgets or computers at home that they can use to benefit from online classes.

Second, there have to be stringent teacher training institutions so that teachers of standards are produced in the right manner. These programs should not only try to teach the practicality of the use of digital tools but also teach how they can best be incorporated into the learning process. Teacher training should also be a continuous process, and there should be chances for a teacher to refresh their knowledge and parameters of effectiveness according to the trainer's experience exchange with other trainers. Thus, it is possible to enhance the quality of teaching digital literacy if the required skills and confidence are provided to the teachers.

In a nutshell, acceptance of using technology is deemed very important. Administrators should support the use of timely technology and innovation in learning, hence challenging and encouraging the teachers and students to embrace the use of technology as part of their learning assets. In order to bring about such a culture change, there is a need for constant training of the faculty and staff, sharing stories of how the integration of digital literacy can be done effectively, and the creation of structures that support their work.

Thus, however, numerous difficulties arise in the process of integrating digital literacy into the education of the English language at NUML Rawalpindi; it was be effective in augmenting the experience. Education institutions frees digital literacy out of the barriers that are fostered by limited resources, inadequate training of teachers, and poor reception to change. This, in turn, can result in a motivated student, enhanced language learning, and a group interaction that culminates in the development of essential skills so as to prepare the learners for advanced technological education.

Conclusion

This research has contributed to the understanding of the complex process and factors, both enabling and constraining, of Digital literacy integration into English language learning at NUML Rawalpindi. The following are main findings derived from the gathered primary data that used semi structured interviews, which was administered among the BS English and Media Studies students. The study was able to establish the following main obstacles that prevent appropriate teaching of digitization skills: First of all, the lack of IT equipment was a major concern, and students did not have adequate and speedy connections to the Internet to use facilities for online learning. This in effect creates a digital divide because not everyone is privileged to receive quality education online and equally affects all aspects of learning.

Secondly, out of the seen barriers, lack of teacher training was cited as a major one. A large proportion of teachers are not properly prepared to work with technology tools and integrate them into the classroom. These deficiencies lead to the continued use of traditional approaches and prevent the achievement of digital literacy's positive effects. Thirdly, there was a factor known as resistance to change which showed to be a strong factor towards low implementation of change. Student and teacher resistance emerged as a common issue due to teachers being comfortable in their current approaches and students not comprehending why new technologies should be brought into the class/learning environment. This resistance can hinder the proper implementation of digital literacy initiatives to the maximum possible extent.

Nevertheless, the study identified quite significant prospects in this line as well. Another positive effect of digital literacy indicated in several cases was the possibility of increasing the level of student activity. The application of ICT facilitates students' participation in classes, making learning fun and interesting for students. Moreover, the enhancement in the language was highlighted, which was seen in the students' use of multiple resources from the digital world. Another advantage which turned out to be essential was the increased use of cooperation and communication activities with the help of digital platforms and resources, which helped the students develop their teamwork skills.

Recommendations

To leverage the identified opportunities and address the challenges, the following recommendations are proposed:

Invest in Infrastructure: Institutions of learning should aim to improve the provision of technology tools. This entails ensuring that the students in question are provided with reliable internet connections, modern computer sets in the college, and their own devices where needed. Such investments are very important, especially in addressing the issue of the digital divide so that everybody can benefit from digital learning schemes.

Teacher Training Programs: Teaching faculty should undergo training programs that can hardly be matched. These programs should train their participants on technical knowledge and instructional methods necessary for teaching with technology. Continued professional development training was enable the educators to bring out the best of their performance in exploiting the available technology and instructional strategies, hence improving quality provision.

Promote a Technological Culture: The adoption of technology requires a cultural shift, which can be facilitated by the active support and promotion of education managers. They should ensure that learners and teachers embrace technology as a learning resource. This can be achieved through organized workshops, seminars, and demonstrations of successful digital literacy cases. By establishing conditions for experimentation and innovation, education managers can address resistance and maximize the benefits of digital literacy.

Therefore, it is evident that while there are challenges in implementing digital literacy in the teaching of English at NUML Rawalpindi, the potential gains are significant. By overcoming barriers such as limited resources, inadequate teacher training, and resistance to change, educational institutions can improve the current learning system. Implementing digital literacy can enhance students' attentiveness and language development, and foster a collaborative learning environment that meets the demands of the information age.

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