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Evaluating the Digital Literacies Syllabus through EFL Learners' Needs Analysis: The Case of Second Year Students at the Department of English at MMUTO

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Dedication

I dedicate this achievement to my family, who gave me a worthy upbringing. Their love has made me who I am today.

My family — the source of life, love, and affection.

I dedicate this modest work to the dearest people to me:

To my parents, as a token of gratitude for their endless dedication and sacrifices;

To my sisters: Naima, Faiza, Warda, Leila, Yasmine, Amel, and my twin Zahra;

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Abstract

Like many EFL learners worldwide, Algerian students are increasingly engaging with virtual spaces as part of their educational experience. This study examines the extent to which the Digital Literacies syllabus aligns with the cognitive and academic needs of the EFL students enrolled in the second-year at the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Specifically, the research pursues three main objectives. First, to assess the extent to which the current Digital Literacies syllabus at MMUTO meets the needs of EFL students, particularly in terms of academic research, communication, and critical thinking. Second, to explore EFL students' perceptions of the relevance of the module's content and learning outcomes. Lastly, to investigate teachers' perspectives on the module's effectiveness in developing students' digital skills. To achieve these aims, the study draws on Hutchinson and Waters' needs analysis framework, Cunningsworth's syllabus evaluation criteria and the New Taxonomy Framework developed by Marzano and Kendall. It adopts a mixed method approach, combining a syllabus analysis (conducted using a structured checklist), student questionnaire, and teacher interviews. Quantitative data were analysed using descriptive statistics, while qualitative data underwent content analysis. Findings reveals that while the syllabus introduces basic digital tools and concepts, it lacks EFL-specific activities, clear assessment strategies, and opportunities for fostering learners' autonomy. Students reported concerns about the minimal cognitive engagement required and the overly theoretical focus of the module, which they perceived as disconnected from practical academic tasks. Teachers emphasized the need for more interactive resources, practical classroom activities, and greater institutional support.

Key words: Algerian EFL students, Digital Literacies, Needs analysis, Syllabus evaluation, Virtual spaces.

List of Abbreviations

- **AI:** Artificial Intelligence
- **APA:** American Psychological Association
- **EFL:** English as a Foreign Language
- **Hp:** Hypothesis
- **ICT:** Information and Communication Technology
- **LCA:** Learning-Centred Approach
- **LMS:** Learning Management System
- **MMUTO:** Mouloud Mammeri University of Tizi-Ouzou
- **PSA:** Present Situation Analysis
- **Q:** Question
- **QCA:** Qualitative Content Analysis
- **TSA:** Target Situation Analysis

List of Tables

Table 01: Categories of Procedures for Evaluation (Brown and Pennington 1991),.....	14
Table 2: The New Taxonomy Framework (Marzano & Kendall, 2007),	21

List of Diagrams

Diagram 1. Students' Gender.....	45
Diagram 2. Students' Use of Digital Tools in English Learning.....	45
Diagram 3. Students' Confidence in Using Digital Tools for Academic Purposes.....	46
Diagram 4. Students' Perceptions of the Most Important Digital Skills.....	47
Diagram 5. Students' Exposure to Digital Literacy Instruction.....	47
Diagram 6. Impact of Digital Literacies Syllabus on Students' Academic English Skill.....	48
Diagram 7. Students' Opinions on the Adequacy of the Digital Literacies Syllabus.....	49
Diagram 8. Students' Challenges with Digital Tools.....	50
Diagram 9. Students' Beliefs about the Importance of Digital Literacies in their Future Careers.....	51
Diagram 10. Students' Interest in Additional Digital Literacies Training.....	52
Diagram 11. Students' Preferred Learning Method.....	53
Diagram 12. Students' Frequently Used Digital Tools for Learning English.....	54

contents

• Dedication.....	I
• Acknowledgements.....	II
• Abstract.....	III
• List of Abbreviations	IV
• List of Tables	V
• List of Diagrams	VI

General Introduction

- Statement of the problem	01
- Aims and significance of the study	03
- Research questions and hypotheses	04
- Research techniques and methodology	04
- The structure of the dissertation.....	05

Review of literature

Introduction	7
1.1 Digital literacy	7
1.1.1 Background and Definition	7
1.1.2 The Integration of Digital Literacy in Education.....	9
1.1.3 Benefits of Digital Literacy in EFL Learning.....	10
1.1.4 Belshaw’s Digital Literacy Framework	112
1.2 Syllabus Evaluation.....	13
1.2.1 Background and Definition	13
1.2.2 Reasons and Purposes of Materials Evaluation	15
1.2.3 Product Oriented and Process Oriented Syllabi	16
1.3 Needs Analysis	17
1.3.1 Definition.....	17
1.3.2 Methodologies and Techniques for Conducting Needs Analysis.....	19
1.3.3 The Role of Needs Analysis in EFL Teaching Design.....	20

1.3.4 The New Taxonomy Framework.....	21
Conclusion.....	24

Research Design and Methodology

Introduction	27
2.1 Research Method and Design.....	27
2.2 Data Collection Procedure.....	28
2.2.1 Context and Sample	28
2.2.1.1 Random Sampling.....	28
2.2.1.2 Purposive Sampling	29
2.2.2 Data Collection Tools	29
2.2.2.1 The Corpus	29
2.2.2.2 Students' Questionnaire.....	30
2.2.2.2.1 The Description of The Questionnaire	31
2.2.2.2.2 The Pilot Study	32
2.2.2.3 Teachers' Interview	32
2.3 Data Analysis Procedures	33
2.3.1. Qualitative Content Analysis (QCA)	33
2.3.2. Syllabus Evaluation Checklist.....	34
Conclusion.....	36

Presentation of the Findings

Introduction	38
3.1 Digital Literacies Syllabus Analysis.....	38
3.1.1. Digital Literacies First Semester Lectures Analysis.....	38
3.1.2. Analysis of Lecture 1 (first semester): "ICT Proficiency"	39
3.1.2.1. Content Coverage.....	39
3.1.2.2. Online Teaching Methods	40
3.1.2.3. Relevance to EFL Learning.....	40
3.1.2.4 Effectiveness and Online Assessment	41
3.1.3 Digital Literacies Second Semester Lectures Analysis.....	41
3.1.4. Analysis of Lecture 1 (second semester): "Digital Communication"	42
3.1.4.1 Content Coverage.....	42

3.1.4.2 Online Teaching Methods	43
3.1.4.3 Relevance to EFL Learning.....	43
3.1.4.4 Effectiveness and Online Assessment	44
3.2 Results of EFL Students’ Questionnaire	44
3.2.1 Section One: General Information	45
3.2.2. Section Two: Digital Literacy Skills	46
3.2.3. Section Three: The Digital Literacies Syllabus	47
3.2.4. Section Four: Challenges and Needs	50
3.3 Results of the EFL Teachers’ Interview	54
Conclusion.....	59

Discussion

Introduction	61
4.1 Digital Literacies Alignment with EFL Students’ Needs	61
4.1.1 Key Findings from the Digital Literacies Syllabus Analysis	61
4.1.2 Interpretation of Syllabus Evaluation in Relation to the Frameworks.....	63
4.2 EFL Students’ Feedback on the Digital Literacies Module.....	66
4.2.1. The Digital Literacies Syllabus from Students’ Perspectives.....	66
4.2.2 The EFL Students’ Feedback from a Syllabus Evaluation Theory	69
4.2.3 Cross-Examination of the Digital Literacies Syllabus Analysis and Students’ Experiences	70
4.3 EFL Teachers’ Perspectives on the Digital Literacies Module: Strengths, Challenges, and Pedagogical Implications	71
4.3.1 Key Insights from EFL Teachers on the Digital Literacies Module	72
4.3.2 EFL Teachers’ Reflections on the Digital Literacies Syllabus-Practice Gaps	73
4.3.3 Theoretical Reflections on Teachers’ Agency and Digital Instruction	74
4.4 The Digital Literacies Syllabus, the EFL Students’ Perceptions and Teachers’ Perspectives: Cross-Sectional Insights	75
4.4.1 A Focus on Knowledge	75
4.4.2 A Focus on Issues.....	76
4.5 Implications	77
4.6 Limitations	78

Conclusion.....	79
General Conclusion.....	82
The Reference List	
Appendices	

Statement of the problem

In recent years, Digital Literacies have gained a significant role in education, especially in language learning contexts, where EFL students require digital proficiency not only for their academic success, but also for global communication and future career prospects. They are defined as the ability to find, evaluate and communicate information using digital tools for research, critical thinking and problem solving. This skill contributes greatly in promoting learners' autonomy and enhancing access to authentic materials. Several educational institutions worldwide mainly universities, including those in Algeria, have progressively incorporated Digital Literacies into their curricula to develop students' learning experiences and equip them with the skills necessary for today's digital world. At Mouloud Mammeri University of Tizi-Ouzou (MMUTO), the Department of English has adopted the Digital Literacies module aiming to improve students' digital competence. However, despite these efforts, there is a growing concern among EFL students regarding the extent to which this syllabus effectively meets the actual needs of EFL students at MMUTO. The majority of Digital Literacies syllabi are designed with an inclusive design which refers to creating content and environments that accommodate the needs of the target population, that may not be applicable to the specific linguistic, cognitive, and professional challenges that non-native English speakers face. Thus, EFL learners will gain less from digital literacies learning if such training does not consider their individualized learning requirements.

A proper Digital Literacies course should not only educate learners on how to use digital resources but also help them develop skills which facilitate a better language learning. EFL learners typically find it difficult to make use of online learning materials in English, to work in groups with classmates using digital tools, and to learn independently using technology. Some courses focus too much on technical skills and do not give enough attention to important language-learning aspects, such as understanding different cultures, evaluating information

online, and improving communication. Additionally, not all students have the same access to technology, and some may struggle because of a lack of digital resources or experience. If Digital Literacies programs are not designed with these factors in mind, they may not be very useful for EFL students. Since digital tools and online learning methods are always changing, it is also important to regularly review and update Digital Literacies courses to ensure they remain helpful and relevant. Though Digital Literacy has been widely discussed within global learning contexts, still no seeming empirical studies exist that carefully evaluate how far Digital Literacies courses support EFL students in Algerian higher education. While previous studies have been carried out on overall digital skills or teachers' perceptions (e.g., Khiati, 2021; Boukerma, 2020), fewer have posed directly whether and in what ways syllabus content and structure for Digital Literacies in Algerian universities, particularly at MMUTO, are responsive to students' academic and linguistic needs in English language learning.

Accordingly, this study aims to fill that gap by examining the Digital Literacies syllabus in the Department of English at MMUTO and analysing the needs of L2 students. By identifying the strengths, weaknesses, and areas for improvement in the current syllabus, this research will determine whether it properly supports students in their academic, language, and digital learning needs. The results will help educators, curriculum designers, and decision-makers improve Digital Literacies courses to make them more useful for EFL students. At the end of this study, suggestions will be provided for EFL Teachers to better design materials to meet their students' needs so that this syllabus will not only help them succeed in their studies but also their careers and digital life.

Aims and Significance of the Study

The overall aim of this study is to evaluate the Digital Literacies syllabus, identify gaps, and areas of alignment with students' linguistic and digital competencies, and provide recommendations for syllabus improvement to enhance EFL teaching and learning. By analysing the current syllabus, students' perspectives and teachers' insights, this research seeks to determine whether the module adequately equips students with essential digital skills for academic success and future career development.

This study has two main objectives. First, to assess the extent to which the current Digital Literacies syllabus at UMMTO aligns with the actual needs of EFL students, particularly in terms of academic research, communication, and critical thinking. Second, to explore EFL teachers' perceptions of the effectiveness of the Digital Literacies module in helping students develop practical digital skills for both academic and professional use. The significance of this study lies in its contribution to improving digital literacy education for EFL students. Understanding how well the current syllabus meets students' needs will provide valuable insights for curriculum designers, helping them refine the content to better support language learning in digital contexts. Additionally, teachers can benefit from this research by gaining a clearer perspective on the challenges students face when engaging with digital tools, allowing them to adapt their teaching methods accordingly. Furthermore, this study highlights the importance of integrating relevant and up-to-date digital skills into EFL programs, ensuring that students are well-prepared for both academic and professional environments. By bridging the gap between theoretical knowledge and practical application, this research paves the way for the development of a more effective and student-centred Digital Literacies syllabus at MMUTO.

Research questions and hypotheses

In an attempt to reach the objectives mentioned previously, our research seeks to answer the following questions:

Q1: To what extent does the current Digital Literacies syllabus at MMUTO meet the needs of EFL students?

Q2: How do EFL students perceive the relevance of the content and learning outcomes of the Digital Literacies module?

Q3: What are EFL teachers' perceptions of the effectiveness of the Digital Literacies module in developing students' digital skills?

Hypotheses

Hp1: The current Digital Literacies syllabus at MMUTO partially meets EFL students' needs, but students face challenges in understanding and applying the course content.

Hp2: The introduction of the new module facilitates the teaching and learning processes for both EFL Teachers and students.

Hp3: EFL teachers perceive the Digital Literacies module as an effective tool for teaching, but face challenges in adapting pedagogical approaches to evolving digital technologies.

Research technique and methodology

This current study evaluates how effectively digital literacy syllabus aligns with EFL students and how EFL teachers can use it to effectively achieve educational goals in the academic context. A mixed-method approach has been adopted to conduct this study. It uses both quantitative and qualitative designs to collect and analyse data. The quantitative method deals with large samples of participants using close-ended questions. The quantitative results are displayed through numbers, ratings and statistics. The qualitative method focuses on small samples of participants (interviews with three EFL teachers at MMUTO) using open-ended questions and using qualitative content analysis (QCA) as proposed by Alan Cunningsworth

(1995) to analyse these data. Materials evaluation can help EFL teachers to find suitable textbooks that correspond to their teaching goals and learners' needs. Evaluation might be defined as the systematic collection and analysis of all information necessary to promote the improvement of the curriculum and to assess its effectiveness within the context of the particular institution involved' (Brown, 1995, p.24).

The structure of the dissertation

The dissertation follows the traditional simple model of a dissertation which consists of four chapters (Review of Literature, Research Methodology, Results and Discussion). It is divided into a General Introduction, a General Conclusion and four main chapters that consist in the Review of the Literature, the Research Methodology, the Results and Discussion. The first Chapter entitled Review of the Literature. reviews the main concepts related to our study such as Digital Literacy, Syllabus Evaluation and Needs Analysis. The second chapter named Research Methodology. provides a thorough explanation of the data collection and analysis procedures that have been adopted during the study. The third Chapter the Presentation of the Results, which covers all the findings obtained from the data collection and analysis tools. The fourth chapter, that is the Discussion of the Findings, deals with the analysis, interpretation and discussion of the findings. It provides explicit answers to the research questions. Lastly, the General Conclusion, summarizes the key elements of the research, demonstrates the contributions of the latter but also the limitations it has, and finally suggests further research.



Review of the Literature

Introduction

The chapter reviews the core concepts that underlie this research. It incorporates three major sections. The first one provides some definitions of “digital literacy” and highlights its integration in education, outlining its benefits in this field, with a presentation of Belshaws’ (2011) digital literacy framework. The second section is devoted to ‘syllabus evaluation’. It first introduces the concept with Brown and Pennington (1991) categories of the procedures for evaluation, underscoring its purpose and a brief distinction between product and process-oriented syllabi. The last section encompasses definitions of students’ needs analysis, emphasizing some methodologies for conducting this process, alongside its role and the new taxonomy framework.

1.1. Digital literacy

1.1.1. Background and Definition

The term ‘Digital Literacy’ was first coined by the historian and educator Paul Gilster in 1997. He defined digital literacy as “the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers “and, particularly, through the internet (Gilster, in Pool, 1997, as cited in Pangrazio, Godhe, & Ledesma, 2020). This definition emphasizes not only access to digital information but also the interpretive skills required to navigate complex, multimodal environments. Gilster's early vision highlights digital literacy as a broad cognitive and evaluative skill, rather than mere technical proficiency. Basically, “digital literacy represents a person’s ability to perform tasks effectively in a digital environment, with ‘digital’ meaning information represented in numeric form and primarily for use by a computer” (Jones-Kavalier & Flannigan, 2006, p. 9, as cited in Mudra, 2020, p. 6). This quote shifts the focus to operational competence, stressing the importance of practical

skills in using digital systems. It underscores the technical nature of digital environments while suggesting that effectiveness is central to digital literacy.

Additionally, Merchant (2007, as cited in Tamborg, Dreyøe, & Foug, 2018, pp. 6–7) conceptualizes digital literacy as “the study of written or symbolic representation that is mediated by new technology. Its prime concern would be the production and consumption of the verbal and symbolic aspect of screen-based texts.” This expounds the extent to which the nature of literacy in the digital age is progressing, where communication extends beyond written text to include symbolic and multimedia elements. Moreover, Scribner and Cole (1981, as cited in Lankshear & Knobel, 2008, p. 5) describe literacy as a set of socially structured practices that utilize symbols and technology for communication. This perspective suggests that literacy whether traditional or digital is inherently shaped by social and technological contexts.

The spread of digital literacy has been significantly influenced by the widespread existence of digital technologies and the increasing necessity for individuals to develop skills that enable them to interact effectively with these tools. According to Worzel (n.d.), understanding how to navigate digital tools and resources is a fundamental component of digital literacy, much like how traditional literacy involves knowing how to use a library. Furthermore, digital literacy is no longer confined to education; it has expanded into fields such as healthcare, business, and daily communication. As noted by Ezzaim, Kharroubi, and Dahbi et al. (2022, p. 1), “this branch of computer engineering is implemented in various fields, namely finance, health, security, and geolocation...”. This statement highlights the interdisciplinary and cross-sector relevance of digital literacy, demonstrating its integration into key areas of public and private life. It underscores the urgent need for digital competence beyond educational settings, reflecting how technological fluency is becoming essential in everyday professional and civic contexts.

1.1.2 The Integration of Digital Literacy in Education

Digital literacy is an essential skill in education, enabling students to navigate the vast digital landscape effectively. Integrating digital literacy with technology in education prepares students for the modern, tech-driven world (Rekha & Thangarajathi, 2024), making the learning process easier for learners. As noted by Yates et al. (2015):

Digital literacy in education has become increasingly essential in preparing students for the modern workforce and ensuring they can navigate the digital world effectively. It encompasses a range of competencies, including the ability to find, evaluate, and use information, communicate and collaborate online, and understand digital tools and technologies. In educational settings, integrating digital literacy into the curriculum empowers students to develop critical thinking, problem-solving skills, and adaptability to technological changes. (As cited in Chanda et al., 2024)

That is to say, incorporating digital literacy into education is crucial in preparing students to meet the demands of the modern workforce, empowering them to navigate digital platforms, analyse information critically, and collaborate effectively, all of which are vital skills for adapting to an ever-changing technological environment. Echoing this idea, “The integration of digital literacy in education fosters critical thinking, problem-solving, and collaboration” (Bawden, 2008, as cited in Shopova, 2014). However, while these benefits are widely acknowledged, challenges in implementation persist. For example, the assumption that all students and teachers can adapt to digital platforms overlooks disparities in technological access, training, and confidence. In particular, educators may lack the professional development required to incorporate digital tools effectively, especially in EFL settings where linguistic and technological competencies intersect.

Also, teachers take on the task of promoting digital literacy among students, equipping them with the necessary digital competencies to engage successfully with the ever-expanding digital realm, according to Tactical Tech (2023) :

Educators are protagonists in the media and digital literacy education process by providing people with the knowledge and skills they need to easily navigate the digital landscape and create generations of critical thinkers who can confidently tackle challenges in their digital environment.

Accordingly, the existence and function of teachers are significant for digital literacy. In the current environment, the role of educators is primordial because, as is well known, the internet encompasses a vast amount of information in a variety of formats, and parents and teachers are not always able to regulate students' constant access to the internet (Hendrarso & Habib, 2022).

Even though the incorporation of digital literacy together with the teachers support in its implementation is a critical measure, the assessment of these aptitudes presents a serious challenge (Hendrarso & Habib, 2022). Traditional assessment methods do not often succeed grasping the complex and delicate competencies associated with digital literacy, such as critical evaluation of web-based materials, effective digital communication, and responsible digital citizenship (Fraillon et al.,2018, p. 6). Such limitation significantly impacts the ability to develop and execute relevant assessments that effectively assess digital literacy skills. Consequently, further investigation is needed to look into alternative evaluation methods, including project-based assessments, digital portfolios, as well as authentic tasks, that can better capture students' abilities to put into practice their digital literacy skills in practical settings.

1.1.3. Benefits of Digital Literacy in EFL Learning

Without any shadow of doubt, the role of digital literacy has become pivotal in our increasingly digital world, especially in EFL settings. In this regard, Tran (2024, p. 56) asserts that: “In the modern era, the integration of digital literacy has become increasingly prevalent in English as a Foreign Language (EFL) classroom, promising a plethora of benefits for learners, educators, and educational institutions”. This highlights the transformative potential of digital literacy in EFL education, suggesting that its integration supports not only language acquisition but also broader pedagogical innovation and institutional advancement.

EFL context benefits from digital literacy as the latter provides numerous perks, in a way that it enables students to participate in interactive and engaging language learning

activities, and this just by integrating digital tools and multimedia resources which support diverse learning approaches, boosting students' motivation and involvement. (Tran, 2024, p. 56). In the same vein, Yang (2023, P. 122) discusses how digital literacy skills enable learners evaluate critically and analyse digital texts, highlighting how these digital competencies guide them to better manage their time, finding the path to prioritize their tasks and set goals, mainly by taking advantage of time management applications and the creation of digital calendars.

Another benefit of digital literacy in EFL learning that is worth mentioning is that it helps EFL learners enhancing their reading, writing, listening, and speaking abilities. On this matter, a study entitled *"Digital Literacy Among Young Learners: How Do EFL Teachers and Learners View Its Benefits and Barriers?"* Showed that young students recognized the importance of digital literacy in improving their speaking, writing, listening, and reading abilities. Which underscores its growing importance in EFL instruction since it helps students to develop critical abilities required for successfully utilizing modern language learning techniques. (Mudra, 2024, p. 9–12).

However, these advantages need to be considered carefully in context. While technology can assist some with language learning, there is unequal access or exposure to such technologies for all learners. Those disadvantaged may not even possess devices, connectivity, or basic training to begin with, which would discourage them. Additionally, having an abundance of digital resources may overwhelm some learners so they cannot evaluate their credibility or navigate complex interfaces. Finally, although there is evidence of positive learner attitudes, the long-term effect of digital literacy on EFL proficiency is an under-explored topic. Few studies examine whether digital technologies affect learners' metacognitive strategy, intercultural communication competence, or writing skill, skills that are crucial in higher education. More research is therefore needed to evaluate not only the short-term engagement

effects but also the deeper pedagogical outcomes of incorporating digital literacy in EFL settings

1.1.4. Belshaw's Digital Literacy Framework

To provide a clearer picture of the different views held regarding digital literacy, several conceptual models have been proposed to explain this notion, among them Belshaw's Digital Literacy Framework. Belshaw (2011) argues that digital literacy is not a single skill but rather a combination of multiple literacies that interact dynamically. His framework comprises eight elements including cultural, cognitive, constructive, communicative, confident, creative, critical, and civic, each serving an interesting role in strengthening an individual's expertise in contemporary settings. As opposed to conventional frameworks that mainly prioritize technological competence, Belshaw's model stresses the significance of situational adaptability, recognizing that digital literacy shifts across different environments and objectives.

In the context of EFL learning, Belshaw's framework offers a valuable perspective on how students interact with technology to strengthen their linguistic abilities. Students must not only understand digital information but also engage meaningfully in online interactions making the cognitive and communicative aspects particularly significant. Moreover, understanding the critical and cultural dimensions allow learners to assess digital content wisely, recognizing both its reliability and cultural nuances. Therefore, this framework serves as a foundation for evaluating digital literacy levels among EFL learners and shaping instructional strategies accordingly.

Belshaw's (2011) digital literacy framework provides a holistic perspective on how individuals engage with digital tools. Its emphasis on context, critical thinking, and creativity

makes it particularly relevant for education and language learning. By applying this framework, researchers and educators can design instructional approaches that develop not just technical skills but also critical, communicative, and cultural competencies essential for digital engagement. Belshaw's Digital Literacy Framework was selected for this study due to its comprehensive and adaptable nature. Unlike traditional models that focus primarily on technical proficiency, Belshaw's framework captures the multifaceted and evolving nature of digital literacy

1.2. syllabus evaluation

In light of rapid technological advancements, there is a growing need to critically examine how educational programs address digital literacy.

1.2.1. Background and definition

According to Hutchinson and Waters (1987), "Evaluation was a matter of assessing fitness from something for a particular purpose". This definition emphasizes the contextual nature of evaluation, suggesting that its value lies in how well a given material or method serves a specific teaching or learning goal rather than its inherent quality. Moreover, Brown (1989, p.223) defines evaluation as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions involved". Brown's definition expands the scope of evaluation to include not only instructional effectiveness but also efficiency and stakeholders' perceptions, underlining its role as a tool for continuous curriculum development and institutional alignment. Cunningsworth (1995) and Ellis (1997) had suggested that there were three types of material evaluation. They argued that the most common form might be "predictions" or "pre-use"; evaluations designed to examine

the future or potential performance of textbooks. This type of evaluation is crucial during the selection phase, as it helps educators anticipate the usefulness and appropriateness of materials before implementation, even though it may rely on limited contextual data. Another type of textbook evaluation was "used" evaluations, designed to examine material currently being used and "retrospective" or "post-use" (reflective) evaluations of textbooks that had been used in their respective institutions.

Brown and Pennington propose six categories of procedures for evaluation summarized in the following table:

Table 1: Categories of procedures for evaluation (Brown and Pennington 1991, p.6)

Evaluator's role	Categories	Procedures
Outsider looking in	Existing records	Records analysis System analysis Literature review Letter writing
	tests	Proficiency testing Placement testing Achievement testing
	observations	Case studies Diary studies Behavior observation Interaction analysis inventories
	interviews	Individuals Group
	meetings	Delphi technique Advisory Interest group Review
Facilitator drawing out information	questionnaire	Biodata surveys Opinion surveys Self-rating Judgment rating Q sort

This table tackles the existing different aspects that evaluators consider before examining their learners. In EFL contexts, for example, evaluation is the key to shed light on the

effectiveness of the teaching methods and materials. Because this research focus is on teaching digital teaching and learning materials.

1.2.2. Reasons and Purposes of Materials Evaluation

Identifying the reasons for materials evaluation is necessary to achieve the main purpose of evaluation. Cunningsworth (1995) for example, identifies two reasons for evaluation; the intention to adopt new coursebooks is one of the main reasons. To identify the points of strengths and weaknesses is another reason for evaluation. Mukundan (2004, 2009) argues that there are two purposes for evaluation; the first purpose is to select the course book, and the other purpose is to determine the effectiveness of the course books while they are used. However, Tomlinson and Masuhara (2004) indicate that the ultimate purpose of evaluation is for re-development of material.

Identifying the potential strengths and weaknesses of the materials for selection and/or development purposes is useful. However, there is another important reason for materials evaluation. This reason is possibly to identify the potential effectiveness of language theories which are embedded in the materials for different purposes such as selecting the materials appropriately and/or developing them effectively. Language involves consideration of both theory and practice to be used successfully by learners (Cook and Seidlhofer 1995). They maintain that language teaching is a useful resource to understand the relation of knowledge about the language to the activities which are involving the language. This framework, therefore, can well provide researchers with some evidence of the effectiveness of language theories which are embedded in the language materials.

In addition, the effectiveness and usefulness of theories depend on their effectiveness in practice in the classroom (AbdSamad, 2003). AbdSamad maintains that some theories have

logical basis but limited to specific situations, whereas other theories may be too abstract that they do not supply the teachers with enough procedures for application in the classroom. Consequently, the strengths and weaknesses of language theories can effectively be assessed based on their theoretical strengths and pedagogical strengths. The framework that involves a comprehensive list of instruments for principled materials evaluation can effectively identify the potential strengths and weaknesses of language theories. In other words, language theories and findings of SLA research are embedded in materials, although not always explicitly.

1.2.3. Product Oriented and Process Oriented Syllabi

Traditionally a distinction has been drawn between product oriented and process-oriented syllabi. As the terms suggest, the former are based on the awareness of what the learners will know or will be able to do at the end of a period of study, while the latter focus on how the development of learners' competences occurs. As Nunan (1988, p.12) neatly puts it, "what we mean when we refer to "process" is a series of actions directed towards some end. The "product" is the end itself". In simpler terms, Nunan explains that a process-oriented syllabus pays attention to the learning journey itself, that is to say how students learn, whereas a product-oriented syllabus is concerned with the final outcomes or goals that students are expected to achieve.

In a similar vein, White (1988, p.44) divides all existing syllabi into either what he labels Type A or Type B syllabi, where the emphasis is on the subject matter or the learning process respectively. In his work, White refers to other authors using different criteria for distinguishing between the two types. For example, Allen (1984, cited in White *ibid.*) views the former in terms of an 'interventionist approach' dictating the sequence of objectives to be reached, and

opposed to it is the latter – a ‘non-interventionist approach’, where learners can determine their own objectives in the course of active participation in authentic communication.

In addition, White draws parallels between his term Type A and what Ellis (1984, cited in White *ibid.*) describes as syllabi extending students’ analytic knowledge which ‘is not available for’ ‘spontaneous communication’. No matter which terminology is used the essence of the distinction stays the same. The concluding distinction that White indicates is that Type A syllabi are ultimately linguistic in nature, while Type B syllabi rely more on pedagogy and psychology. In this study the “product-oriented” is more emphasized because the syllabus evaluation happens to reach a specific end.

1.3. Needs Analysis

It is necessary to clarify what the term Needs Analysis actually means and how it has been defined by leading scholars in the field.

1.3.1. Definition

In foreign and second language teaching, one goal is to meet the learners’ needs, just as no medical intervention would be prescribed before a thorough diagnosis of what ails the patient, so no language-teaching program should be designed without thorough needs analysis. Needs analysts owe a considerable debt to the pioneers in this important sub-field of applied linguistics, including Lwai, Hutchinson & Waters, and Jack C. Richards

Needs analysis can be defined as the process of gathering the relevant information using a set of activities which will guide the evolution of a particular program, in order to fit the specific needs of students (Iwai et al., 1999, as cited in Songhori, 2008, p. 2). According to Brown (2009, as cited in Barghamadi, 2020, p. 3) this term refers to “the systematic collection and analysis of all information necessary for defining a defensible curriculum”. This signifies

that teachers must consider the process of needs analysis as a core element in designing language teaching curricula. However, a critical view reveals that while such definitions form a basis, they may oversimplify the complexities of learner diversity. For example, they often assume that learners are fully aware of their own needs, whereas research suggests that learners' perceived needs may not always align with pedagogical priorities. Additionally, many definitions tend to foreground functional and pragmatic language use, potentially minimizing the importance of socio-cultural or affective factors in second language acquisition.

The rigorous exploration of needs analysis has given rise to several perspectives on the topic. Hutchinson and Waters, two prominent figures in the field of needs analysis, contends that the process of this latter often entails the identification of the target needs which refer to what learners need in the language, and the learning needs which relate to how learners can best acquire the language (Hutchinson & Waters, 1987). Thus, understanding the importance of both aspects ensures effective language courses that close the divide between what learners must achieve and the best strategies for helping them succeed.

Besides, Jack C. Richards, another significant icon in the field of needs analysis, defines it as being "the procedures used to specify the target level communicative competence of the student, and procedures for turning the information so gathered into an ESP syllabus" (Richards 2001, p. 34). Put differently, needs analysis is a driving force in crafting a goal-oriented curriculum particularly in the field of ESP, where learners call for specific linguistic skills which will support them in their academic and professional purposes. Nevertheless, a limitation here is the focus on ESP, which may not fully address the broader needs of learners in General English contexts, where communicative goals are more varied and less discipline specific.

Ultimately, it is worth mentioning how needs analysis is realized in practice, that is to say, moving from the theoretical concepts to practical applications, laying the groundwork to

explore the different methodologies and techniques employed to gather and interpret data on learners needs.

1.3.2. Methodologies and Techniques for Conducting Needs Analysis

In pursuit of designing a curriculum that truly meets the needs of students, it is of utmost importance to adopt rigorous procedures for collecting and analysing the appropriate information. Long (2005, 2015, as cited in Alzeer, 2024) asserts that the implementation of data triangulation amalgamating qualitative and quantitative approaches is indispensable for recognizing the intricate nature of learners' requirements. In his framework, semi-structured interviews offer in-depth exploration of personal experiences and surrounding factors, whilst standardized questionnaires help corroborate these findings systematically

In one of her prolific handouts, Khiati (2020, p. 34) accentuates that: " Methods such as surveys, group discussion, interview, communication awareness activities and learning contracts can be used to assess needs as they arise and are expressed". For her, the mentioned data collection techniques construct a recurring curriculum design process, guaranteeing that instructional methods evolve dynamically to address both stated and emerging learners' needs.

Expanding on this, field observations offer real time, discreet data collection by monitoring students in their Authentic learning environment. This method offers credible insights into learning habits, communication, and attentiveness. Teachers can assess group interaction skills in group discussions and identify issues like low participation or mismatched teaching content (Dou, 2024).

Despite their utility, these tools come with certain constraints. Firstly, while Questionnaires are efficient, they may yield superficial responses or fail to capture the nuanced

needs of less articulate learners. Additionally, interviews, though rich in detail, are time-consuming and difficult to scale. Furthermore, reliability and validity issues must be addressed, for instance, by piloting instruments, ensuring anonymity, and employing mixed methods for cross-validation.

In addition to traditional techniques, researchers have proposed other valuable approaches including Corpus-based needs analysis which analyses the actual language used in specific professional or academic domains to inform ESP course design, also, Ethnographic methods, such as participant observation or narrative inquiry, provide a deeper, cultural understanding of learners' behaviours and contexts. These methods, although less common in mainstream needs analysis, can be particularly useful in contexts where language learning is deeply intertwined with identity, motivation, or socio-cultural dynamics. Therefore, a strong needs analysis strategy should blend diverse methods, critically assess their limitations, and remain responsive to the educational context in which it is applied

1.3.3. The Role of Needs Analysis in EFL Teaching Design

In the context of EFL teaching and learning, needs analysis plays an important role in shaping effective instructional strategies. One of its primary functions is the selection and optimization of the teaching materials. With respect to this (Yuan, 2024) maintain that needs analysis secures the alignment of teaching materials with students' needs, adapting content to competency levels, learning styles and cultural contexts surpassing printed materials. This process nurtures engaging, individualized acquisition, making education applicable and productive.

Additionally, "Needs analysis is equally essential for the assessment design of the course. It not only guides teachers in setting learning objectives at the beginning of the course

but also influences the formulation of assessment criteria” (Dou, 2024, p. 248). Put differently, the process of needs analysis facilitates tests’ design for teachers because it directly addresses learners’ lacks, which means that the more assessments are aligned with students’ needs alongside course objectives, the more teachers can more accurately determine students’ achievements and course efficiency.

Along the same lines, Campbell (2023) states that “needs analysis acts as a guiding tool, leading instructional designers in identifying the differences between the present learning conditions and the intended learning outcomes” (para. 2). Indeed, by performing a needs analysis, designers can evaluate learners' current knowledge and abilities, identify areas needing enhancement, establish learning goals, and make informed choices regarding instructional materials, delivery methods, and assessment techniques.

1.3.4. The New Taxonomy Framework

Table 2: The New Taxonomy Framework (2007)

New Taxonomy Level	Operation	Generic Question or Probe for Assessment Design
Level 6: Self-system	Examining Importance	How important is this information, mental procedure, or psychomotor procedure to you? What is your reasoning? How logical is your reasoning?
	Examining Efficacy	How capable do you think you are to learn this information, mental procedure, or psychomotor procedure? What is your reasoning? How logical is your reasoning?
	Examining Emotional Response	What is your emotional response to this information, mental procedure, or psychomotor procedure? What is the reasoning behind your response? How logical is your reasoning?

Level 5: Metacognition	Examining Motivation	What is your overall level of motivation for learning this information, mental procedure, or psychomotor procedure? What is your reasoning? How logical is your reasoning?
	Specifying Goals	What is your goal in terms of learning this information, mental procedure, or psychomotor procedure? What is your plan for accomplishing the goal?
	Process Monitoring	What is working well and what is not working well relative to your plan for learning this information mental procedure, or psychomotor procedure?
	Monitoring Clarity	About what are you clear and about what are you not clear relative to this information, mental procedure, or psychomotor procedure?
	Monitoring Accuracy	About what are you accurate and about what are you inaccurate relative to this information, mental procedure, or psychomotor procedure?
Level 4: Knowledge Utilization	Decision Making	How can this information, mental procedure or psychomotor procedure be used to help make a decision? What decision can be made about this information, mental procedure, or psychomotor procedure?
	Problem Solving	How can this information, mental procedure, or psychomotor procedure be used to solve a problem? What problem can be solved about this information, mental procedure, or psychomotor procedure?
	Investigating	How can this information, mental procedure, or psychomotor procedure be used to investigate something? What can be investigated about this information, mental procedure, or psychomotor procedure?

Level 3: Analysis	Matching	How is this information, mental procedure, or psychomotor procedure similar to and different from other information, mental procedures, or psychomotor procedures?
	Classifying	To what general category does this information, mental procedure, or psychomotor procedure belong? What are subcategories of this information, mental procedure, or psychomotor procedure?
	Analysing Errors	What errors, if any, have been made in the presentation or use of this information, mental procedure, or psychomotor procedure?
	Generalizing	What generalizations can be inferred from this information, mental procedure, or psychomotor procedure?
	Specifying	What predictions can be made and proven about this information, mental procedure, or psychomotor procedure?
Level 2: comprehension	integrating	What is the basic structure of this information, mental procedure, or psychomotor procedure? What are the critical versus non critical elements?
	symbolizing	How can the basic structure of this information, mental procedure, or psychomotor procedure be represented symbolically or graphically?
Level 1: Retrieval	Recognizing	Which of the following statements are accurate about this information, mental procedure, or psychomotor procedure?
	Recalling	What are some details about this information, mental procedure, or psychomotor procedure?
	executing	Perform this mental procedure or psychomotor procedure.

The emphasis in Bloom's model, the framework by Anderson et al., and the New Taxonomy is on educational objectives. Anderson et al. explain, "Our framework is a tool to help educators clarify and communicate what they intend students to learn as a result of instruction. We call these intentions 'objectives'" (p. 23). In the New Taxonomy the same stance is adopted. Also, the developers of the New Taxonomy follow a similar convention to Anderson et al. in terms of how objectives are stated. Specifically, the following stem is used: the student (or students) will be able to..., plus a verb phrase and an object of the phrase. The verb phrase states the mental process (i.e., retrieval, comprehension, analysis, knowledge utilization, metacognition, self-system thinking) that is employed in the objective, and the object states the type of knowledge that is the focus of the mental process (i.e., information, mental procedure, psychomotor procedure). For example, the student will be able to explain the different internet choices for learning purposes and the impact of ICT proficiency on students' performance. This is a natural consequence of the New Taxonomy's use as a tool for designing educational objectives. Once objectives have been created, the question arises as to how the curriculum will be designed to allow students to meet these objectives.

Conclusion

The present chapter has reviewed the literature associated with the subject under investigation. At the beginning, it has provided definitions of "digital literacy", discussed its integration to education, along with its advantages in this domain and Balshaws' framework. Next, it has explained the concept of "syllabus evaluation", its purpose, establishing a distinction between product oriented and process-oriented syllabi, shedding light on Brown and Pennington categories of procedures for evaluation. Eventually, a detailed definition of needs analysis has been provided, with the emphasis on some methodologies for conducting this process and its crucial role in education contexts, pointing out the new taxonomy framework.



Research Methodology

Introduction

This chapter provides an in-depth discussion of the methodological choices made in this study which evaluates the Digital Literacies syllabus through EFL students' needs analysis, at the department of English at MMUTO. It first introduces the research design along with the context and sample, next it details the data collection instruments, outlining the procedures used for data analysis.

2.1. Research Method and Design

This investigation adopts a mixed-method approach, combining both quantitative and qualitative methods to collect and analyse data. By making use of this approach, the study ensures a broad understanding and expanded perspective of how effectively the Digital Literacies syllabus meets the needs and academic challenges of EFL learners. Creswell and Creswell (2018) state that a mixed method approach helps researchers gain deep insight of the research problem by taking advantage of both strengths of quantitative and qualitative methods.

The present research is a case study, that integrates corpus-based research, which entails gathering and analysing language corpora on a specific topic, along with survey research, which involves collecting data from a selected group of participants through various methods such as questionnaires, interviews, and online surveys. The study's evaluation design combines qualitative and quantitative methods to assess the Digital Literacies syllabus by analysing official documents and collecting students' and teachers' views on its relevance to EFL learners' needs.

2.2. Data Collection Procedure

This part encompasses all the methodological instruments used to collect data, aiming to evaluate the Digital Literacies syllabus through the EFL needs analysis at the department of English at UMMTO. Questionnaires and interviews were selected to fulfil the objective.

2.2.1. The Context of the Study and the Sample Population

This research is undertaken at the department of English at MMUTO, during the 2024/2025 academic year. The survey comprises fifty (50) second year students. The choice of this sample is justified by the fact that the second year is the only level currently studying the Digital Literacies module, which has been introduced into the curriculum for the first time during this academic year. Additionally, the sample of the interview consists of three teachers responsible for delivering the module, with whom interviews are conducted to gain further insights into its implementation and effectiveness.

2.2.1.1. Random Sampling

To ensure that each L2 student at the Department of English at UMMTO has an equal opportunity to participate, random sampling technique is adopted in this research. It is the “simplest and most common method of selecting a sample, in which the sample is selected unit by unit, with equal probability of selection for each unit at each draw” (Singh, 2003, as cited in Noor et al., 2022, p.71). Put differently, random sampling is a probability-based selection method where each member of the population has an equal chance of being chosen, reducing bias and increasing representativeness. As a result, any L2 student at the department of English at UMMTO is eligible for selection to fill in an online questionnaire. This secures that each member of the target population has a known and non-zero probability of being included, which allows for collection of unbiased data.

2.2.1.2 Purposive Sampling

Unlike the random selection of students, teachers in this study are chosen for interviews based on a purposive sampling approach. According to Nikolopoulou (2022), purposive sampling is a type of non-probability sampling where participants are deliberately chosen based on specific characteristics relevant to the study. In addition to this, "Purposive sampling is used to select respondents that are most likely to yield appropriate and useful information" (Kelly, 2010, as cited in Campbell et al., 2020, p. 653-654). In accordance with this study, purposive sampling is applied involving the selection of three (3) teachers for interviews, as they are the only instructors responsible for delivering the Digital Literacies module for L2 students at the Department of English at MMUTO. Consequently, they were selected to ensure that the data collected is directly relevant to the syllabus and instructional methods of the module.

2.2.2. Data Collection Tools

In order to gain comprehensive insights into the implementation of the Digital Literacies syllabus, this study employs multiple data collection tools, starting with the analysis of a relevant corpus

2.2.2.1. The Corpus

The corpus of this research comprises first and second semester syllabi of the newly implemented Digital Literacies module, taught online once a week for second-year students at the Department of English at MMUTO, during the 2024/2025 academic year. The syllabus was obtained via email from one of the teachers responsible for delivering the module.

It includes a total of 12 lectures, divided equally between Semester 1 and Semester 2. In Semester 1, the lectures are: ICT Proficiency, ICT for Learning and Performance, Digital Learning and Development, Digital Identity, Data Literacy, and Media Literacy. Semester 2

covers: Digital Communication, Digital Collaboration, Information Literacy, Cyber Safety, Digital Creativity, and Digital Innovation. Each lecture focuses on a distinct aspect of digital competence, with content that integrates technological tools, critical thinking, online engagement, and safe digital practices relevant to EFL contexts. For further details on the lecture content, structure, and objectives, see Appendix, page 93.

To ensure a systematic evaluation, this study adopts a qualitative content analysis approach as well as a checklist to examine the syllabus. The analysis explores how digital literacies concepts are introduced, how instructional language is framed, and whether the syllabus aligns with students' academic and practical language learning needs. Through this method, the study aims to uncover implicit assumptions, discourse patterns, and the overall communicative function of the syllabus in shaping second-year learners' engagement with digital literacies.

2.2.2.2. Students' Questionnaire

2.2.2.2.1. Description of the Questionnaire

In this study, the questionnaire is directed online during the second week of April to fifty (50) second-year students of the department of English at MMUTO. By combining a range of twelve (12) closed-ended and open-ended questions, in which participants are asked to choose from a set of predefined options and provide further explanations based on their own experiences, the questionnaire seeks to gather the students' perceptions regarding the Digital Literacies syllabus in terms of its relevance to their academic needs, language development, and practical engagement with digital tools.

The questionnaire is structured into an introductory paragraph and four sections. The first section is entitled “General Information” which consists of two (2) multiple-choice items, exploring the participants’ gender, and how often they use digital tools. The second section is labelled as “Digital Literacies Skills”, which contains two (2) other multiple-choice items, aiming to assess learners’ confidence in using digital tools for academic purposes and their perceptions of the most important digital skills for EFL learning. The third section is named “The Digital Literacies Syllabus”, it includes three (3) items that combine multiple-choice and open-ended formats which investigate learners’ exposure to digital literacies instruction, their perception of the syllabus’ benefits, and whether the current content adequately covers essential digital competencies. The fourth and last section is titled “Challenges and Needs”, comprising five (5) items that make use of a mix of Likert-scale, multiple-choice, and open-ended responses. This section explores the barriers that students encounter when using digital tools for English learning, their views on the importance of digital literacy for future careers, and their training preferences.

2.2.2.2.2. The Pilot Study

To ensure the validity and reliability of the questionnaire, a pilot study has been first conducted. This main data collection instrument has been tested with a small sample of five (5) second-year students from the department of English at MMUTO. Participants were encouraged to highlight any survey items they perceived as ambiguous or confusing. As a result, the five students have found the questionnaire well-structured in general, and assessed the overall design as practical and easy to use. However, due to concerns raised by 3 of them about the ambiguity of certain items namely the sixth (6) one, slight adjustments have been made to improve their wording. Moreover, multiple-choice questions are replaced with Likert-scales ones.

2.2.2.3 Teachers' Interview

Just as the students' questionnaire, conducting interviews with the teachers responsible for delivering the Digital Literacies module is equally important, in a way that it offers a great opportunity to know more about their perspectives regarding the previously mentioned module, adding more insights and validity for our research. In this current study, the interviews have been conducted face to face during the third week of April with three teachers delivering the Digital Literacies module. In order to encourage a more natural interaction and ensure comfort for the participants, the interviews were conducted on site at the Department of English at MMUTO, relying on the process of questioning and note taking. The interview was structured as a single section containing seven (7) open-ended questions. These questions were carefully designed to explore various aspects related to teachers' perspectives on the effectiveness of the syllabus, its alignment with students' needs, and the challenges encountered in its implementation.

2.3. Data Analysis Procedure

For this research, qualitative content analysis was employed to analyse the qualitative data obtained from the open-ended questions of the students' questionnaire and the teachers' interview. Meanwhile, a descriptive statistical method was used to analyse the quantitative data derived from the closed-ended questions of the questionnaire. Ultimately, a checklist was employed for the evaluation of the syllabus

2.3.1. Qualitative Content Analysis (QCA)

Qualitative content analysis involves a process designed to condense raw data into categories or themes based on valid inference and interpretation. Qualitative content analysis has been defined as: "a research method for the subjective interpretation of the content of text

data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p.1278). Moreover, Patton defined it as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002, p.453).

Qualitative content analysis goes beyond simply counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. In other words, it allows researchers to understand social reality in a subjective but scientific manner. The categories are derived from the data in inductive content analysis. Qualitative content analysis is a valuable alternative to more traditional quantitative content analysis, when the researcher is working in an interpretive paradigm. The goal is to identify important themes or categories within a body of content, and to provide a rich description of the social reality created by those themes/categories as they are lived out in a particular setting. Regarding this study, the questionnaire and interview content will be analysed using the qualitative content analysis since the insights of these tools need to be thoroughly analysed with a suitable data analysis tool.

2.3.2. Syllabus Evaluation Checklist

The checklist employed in this investigation was adapted from existing scholarly checklists for Digital Literacies curriculum evaluation and online EFL instruction. Key elements were drawn from the European Commission’s “Dig Comp Edu” framework (Redecker, 2017), which emphasizes digital teaching competence, learner engagement, and the integration of digital tools in instruction. Additionally, practical components were inspired by the University of Wisconsin-Stout’s Online Course Design Checklist and the Chico Rubric for Online Instruction, both comprehensive metrics for examining online delivery environments, student interactions, and assessment tactics. The final checklist was therefore tailored to meet

the needs of EFL students in Algerian higher education. It consists of four main sections, each comprising three items. The first section focuses on content and coverage, followed by the second one, which examines the online teaching method, building on this, the third section addresses the relevance to EFL learning, and finally, the last one evaluates effectiveness and online assessment. By focusing on the previously mentioned points, the checklist ensures that all essential components are included and aligned with educational goals, institutional policies, and student needs.

Conclusion

In a nutshell, the current chapter has provided a comprehensive overview of the methodology used, covering all the necessary aspects. The first section has described the approach followed to conduct this research. Then, it has elaborated on the data collection procedures, including the context and the corpus, the targeted sample and the data gathering instruments. Furthermore, it has presented the analysis procedures undertaken to examine the data, alongside the framework of needs analysis.



**Presentation of the
Findings**

Introduction

The following chapter details the results of the present study, which seeks to evaluate the Digital Literacies module through EFL learners' needs analysis at the Department of English at MMUTO. It is structured into three main sections. The first section presents the results of the syllabus evaluation. The second one reports the results obtained from the online questionnaire shared with a sample of 50 second-year students. Lastly, the third section displays the answers gathered from the interviews carried out with the teachers of Digital Literacies module at MMUTO.

3.1. Digital Literacies Syllabus Analysis

This section presents the results of the syllabus analysis of the Digital Literacies module across both semesters. It begins with a holistic evaluation of the six lectures in the first semester, followed by a detailed assessment of the lecture 'ICT Proficiency', as a sample of the whole analysis which is found in the appendix page (97). The same trend is used for the second semester, starting with an overall overview of the lectures, and then proceeding towards a thorough analysis of the session 'Digital Communication.'

3.1.1. Digital Literacies First Semester Lectures Analysis

The six lectures that make up the first semester of the Digital Literacies syllabus provide a relatively comprehensive introduction to key 21st-century digital skills in the areas of communication, media, data, and information literacy. The lectures are, on the whole, logically structured and conceptually transparent, especially in terms of definitional clarity and thematic development. With all that being stated, some lectures tend to repeat ideas or fail to incorporate real-life examples which could possibly enhance local relevance and interest in the topic. More specifically, while certain lectures namely 'Information Literacy', are good at uncovering

digital resources, the majority neglect to share practical online instructional strategies or online learning spaces. In addition, its relevance to EFL learning is mostly indirect, focusing broadly on academic skills rather than specifically addressing language learning. Having said that, there are transferable skills such as critical reading, organized writing, and argumentation that are present and beneficial. Conversely, the area of assessment is the least developed, with most lectures implying evaluative practice only, and sometimes without the means of specific tools or feedback systems. Overall, while the syllabus holds a clear value to students today, its potential impact on EFL students can be multiplied exponentially through increased emphasis on language-based digital pedagogy, more overt online interaction techniques, and more carefully explained assessment methodologies.

To illustrate the findings outlined previously in more concrete terms, the following section offers a focused evaluation of the first lecture, titled "ICT Proficiency." This example serves to demonstrate how the general strengths and weaknesses seen throughout the semester are actualized in one lesson, with a clearer sense of the content of the lecture, the pedagogy, and the relevance to the EFL learners.

3.1.2. Analysis of Lecture 1 (first semester): “ICT Proficiency”

3.1.2.1. Content Coverage

The first lecture of the Digital Literacies module, information and communication technology "ICT Proficiency," offers a good coverage of basic digital competencies applicable to academic and professional fields. It familiarizes students with the concept of ICT, discusses different proficiency levels and lists a broad array of conventional and contemporary digital tools like Microsoft Word, Excel, PowerPoint, Adobe, Oracle, and communication tools. Besides, the lecture facilitates the acquisition of required information-management skills, such

as conducting online research, organizing data. A key advantage is that it provides insight into assessing the credibility of sources, choosing pertinent electronic resources, and applying electronic tools for developing research, especially under the "Information Skills" segment. These aspects are crucial in fostering critical thinking and promoting accountable use of digital resources. However, there is a serious shortfall in the absence of AI-based or adaptive digital tools—like Grammarly, ChatGPT, and other emerging platforms, thus limiting the applicability of the lecture to the current digital literacies needs for the years 2024–2025.

3.1.2.2. Online Teaching Methods

Although the lecture presents clear theoretical grounding, it does not engage with contemporary online pedagogical practice. The presentation appears to take a traditional, teacher-centred method and does not evidently utilize interactive digital presentation techniques such as multimedia, video, gamified features, or any form of interactive digital content. Moreover, there is a lack of evidence concerning practical work involving students' use of ICT, for instance, applying tools to actual tasks or carrying out e-projects. In addition, there are no asynchronous or independent learning opportunities described, also Learning Management Systems (LMS) or e-learning environments are not addressed in the lecture. Therefore, the lecture remains teacher-centred and primarily text-based, thereby providing very limited practical work or learner autonomy.

3.1.2.3. Relevance to EFL Learning

From an EFL perspective, the lecture does contribute to academic English development in online contexts, namely through the delivery of ICT-specific vocabulary, online research skills, and academic writing practice, which are useful for language learners working in academic contexts. However, the lecture falls short of extending these tools to EFL-specific tasks, that is, vocabulary development, grammar practice, or speaking and listening practice

online. Furthermore, the lecture does not recognize the presence of EFL-supportive platforms, including language learning software or collaborative writing tools. While the lecture offers general support for those operating in English-medium academic contexts, its particular relevance to second-language learning is limited. However, the structured approach it uses in developing instrumental, informational, and strategic competence in ICT prepares learners for online interactions in both academic and workplace settings.

3.1.2.4. Effectiveness and Online Assessment

Assessment and feedback procedures within the lecture do not exist to a large extent. Indeed, there are no indications on how students would demonstrate mastery over ICT concepts, nor any references on online quizzes, assignments, or other tools used for assessment. Moreover, the lack of formal assessment allows the lecture to be less effective than it otherwise would be in sustaining applied learning outcomes. Additionally, there is no suggestion of peer collaboration platforms, immediate feedback, or teacher-student interaction, which are essential components of modern online learning spaces. Although the lecture does make some reference to contemporary tools like Skype and WhatsApp, it does not go as far as to include more widespread use of recent trends like AI-based learning, gamification, MOOCs, or micro-credentialing systems. This leaves the pedagogical method rooted but not sufficiently brought up to date to meet the evolving demands of digital learning.

3.1.3. Digital Literacies Second Semester Lectures Analysis

A careful examination of second Semester Digital Literacies (6) lectures reveals both strengths and limitations in addressing the educational needs of EFL students in a digitally evolving environment. By incorporating practical tools like Google Docs, Miro, Slack, and AI platforms including Duolingo and Grammarly, the Lectures are particularly effective in

supporting key 21st-century digital skills—such as online communication, collaboration, information search, and innovation. These technologies facilitate creativity, digital problem-solving, and interaction with the physical world, offering indirect assistance in English language learning. However, for all the invocations of ‘critical thinking,’ the syllabus lacks a consistent focus on the critique of online resources, dispelling misinformation, and fostering ethical digital citizenship. Moreover, Pedagogical structure tends to be unclear, with most lectures not containing obvious instructional forms or student-focused activity. Furthermore, while there is general exposure to language in the form of digital communication, there is very little incorporation of EFL-specific tasks like scholarly writing, peer review, or oral practice. Assessment and feedback systems are also noticeably absent, with no means of tracking learners' digital or linguistic progress. Ultimately, while new tools and current trends are discussed, the syllabus lacks a forward-looking strategy for addressing emerging technologies and evolving learners’ needs.

In an attempt to represent a more accurate picture of the results mentioned earlier, the next section examines the lecture " Digital Communication " as an example. By pursuing the examination of this session step-by-step, it is possible to elicit how the broader patterns occurring during the semester are enacted at the lesson level. The research informs us about the teaching approach used, the nature of content delivered, and how much the lecture addresses the specific needs of EFL learners

3.1.4. Analysis of Lecture 1 (second semester): “Digital Communication”

3.1.4.1. Content Coverage

The first lecture of the second semester, "Digital Communication," in fact manages to introduce significant digital communication tools like instant messaging interfaces (Teams,

Slack, WhatsApp), email, video calling (Google Meet), and various social platforms. This provides a good foundation in basic 21st-century communication skills used in working and study life. However, the lecture does not specifically include an emphasis on online critical content analysis. In addition, there is no mention of other digital safety issues such as searching for fake accounts, or disinformation disciplines. It also overlooks the use of AI-based tools like Grammarly and ChatGPT, which could significantly enhance students' writing clarity and communication skills. Lastly, including these tools would enable editing messages, drafting more accurately, and practicing summarizing or making content in digital formats.

3.1.4.2. Online Teaching Methods

While the lecture recommends the use of interactivity in the form of video calling and social media, it does not clearly define how the material is delivered or in what educational format. That is to say, some interactivity is implied, but no actual descriptions of activities or formats are described. Therefore, the inclusion of training tasks such as practice formal email writing or a mock team meeting would render the presentation more practical and more interactive. Besides that, even as the sharing of a Google Meet link is being conducted, the session is not initiated for students to learn on their own, so, persuading students to do tutorial videos, instructional manual pages, or modules on step-by-step practice will also enable how students can venture out and discover communication platforms independently.

3.1.4.3 Relevance to EFL Learning

From the perspective of EFL, the lecture supports learning academic English, particularly formal and informal message and email writing, which benefits both language structure and tone sensitivity. The connection to EFL learning, however, can be improved by including the specification of digital communication tools and demonstrating the way they are

associated with specific language learning exercises. For example, an English peer interview via WhatsApp or an English video-recorded presentation via Google Meet would be able to directly improve students' speaking and listening skills in context. Yet, the focus on professional communication tools is in line with enabling students for English-language academic contexts and international working environments.

3.1.4.4. Effectiveness and Online Assessment

The lecture is incomplete in term of providing assessment and feedback processes. In other words, there are not any straightforward methods for measuring students' progress or participation, or any mention of how instructors might offer real-time or asynchronous feedback. This is why incorporating some assessment such as grading students based on how they conduct a live video call or requiring them to send a formal email to be graded would give structure and accountability to the lecture. Likewise, instructor-provided feedback either live or through email comments can facilitate effective communication strategies and help students improve their English online writing.

3.2. Results of the EFL Students' Questionnaire

The following findings are collected through a questionnaire distributed online to fifty (50) second-year students enrolled in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO).

3.2.1. Section One: General Information

Question (01): What is your gender?

Diagram 1: Students' Gender

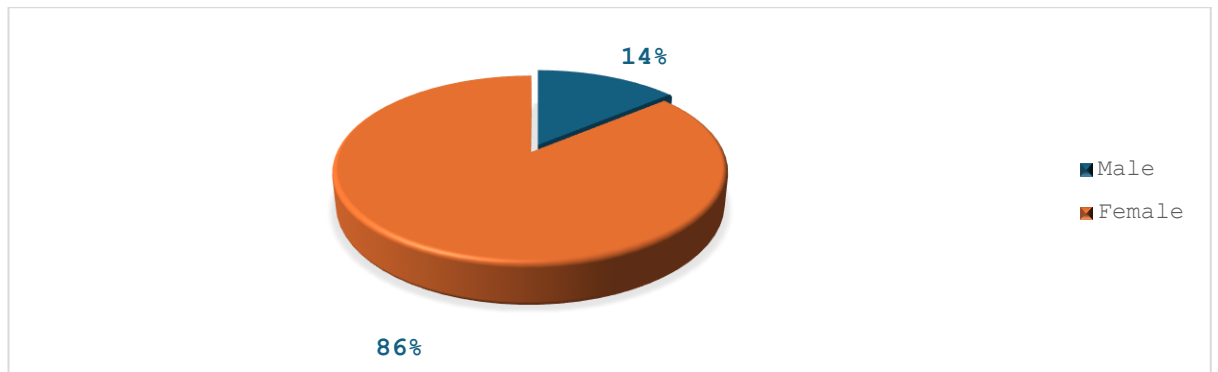


Diagram 1 shows the participants' gender. The majority of them (**86%**) are females, whereas (**14%**) only are males.

Question (02): How often do you use digital tools (e.g., online dictionaries, learning platforms, AI tools) in your English learning?

Diagram 02: Students' Use of Digital Tools in English Learning

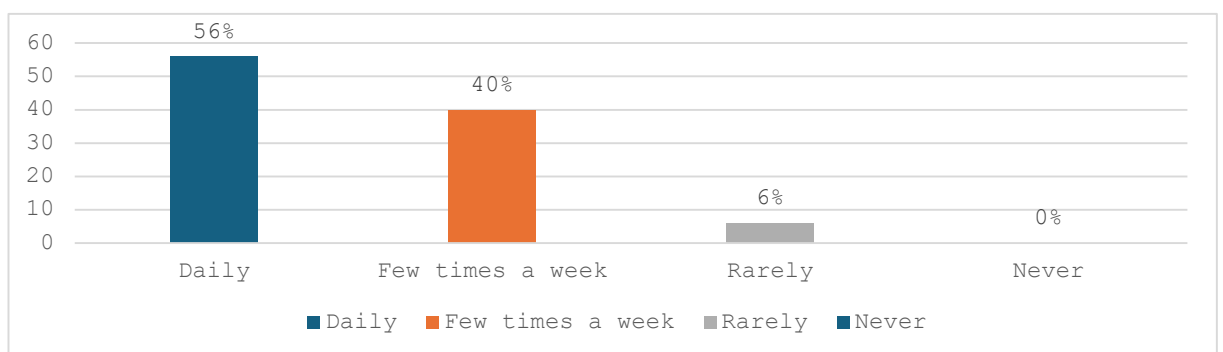


Diagram 02 indicates that (**56%**) of the students make daily use of digital tools, (**40%**) a few times a week, (**6%**) rarely, and no participants highlight that they never use them.

3.2.2. Section Two: Digital Literacy Skills

Question (03): How confident are you in using digital tools for academic purposes (e.g., research, writing, presentations)?

Diagram 03: Students' Confidence in Using Digital Tools for Academic Purposes.

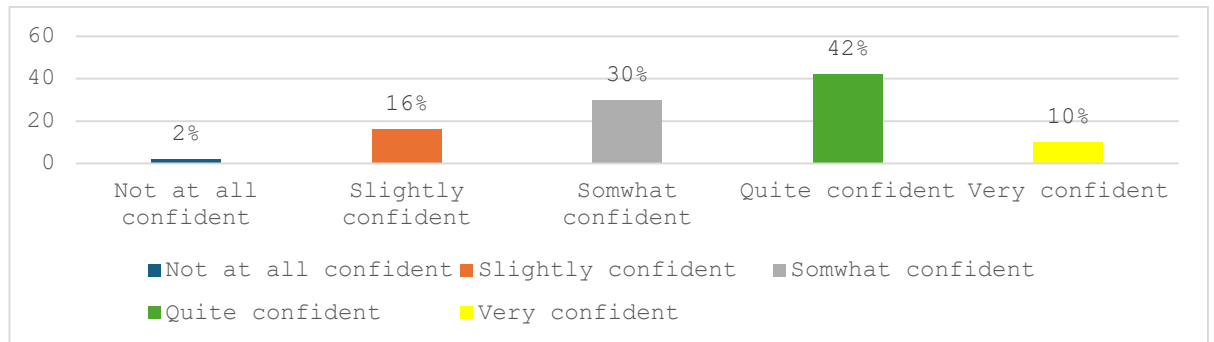


Diagram 03 reveals that only a small fraction of students (**2%**) report that they are not at all confident in using digital tools for academic purposes, besides, a slightly larger group (**16%**) indicate that they are slightly confident, and around one-third of the students (**30%**) feel somewhat confident, while the majority (**42%**) report to be quite confident. Finally, (**10%**) of them indicate that they are very confident

Question (04): Which digital skills do you think are most important for EFL learners? (You can choose more than one)

Diagram 04: Students' Perceptions of the Most Important Digital Skills

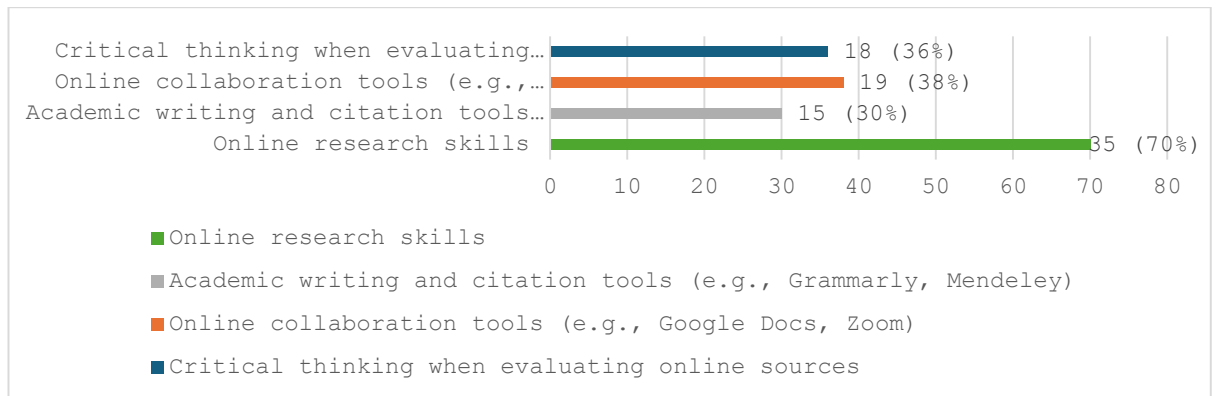


Diagram 04 displays students' perceptions of the most important digital skills for EFL learners. Out of 50 participants, a total of 18 students (36%) selects critical thinking when evaluating online sources. On the other hand, Online collaboration tools (e.g., Google Docs, Zoom) is chosen by 19 students (38%), and 15 students (30%) opt for academic writing and citation tools (e.g., Grammarly, Mendeley). Lastly, online research skills are the most highly valued, highlighted by 35 students (70%).

3.2.3. Section Three: The Digital Literacies Syllabus

Question (05): Have you received formal instruction on digital literacies as part of your English studies?

Diagram 05: Students' Exposure to Digital Literacy Instruction

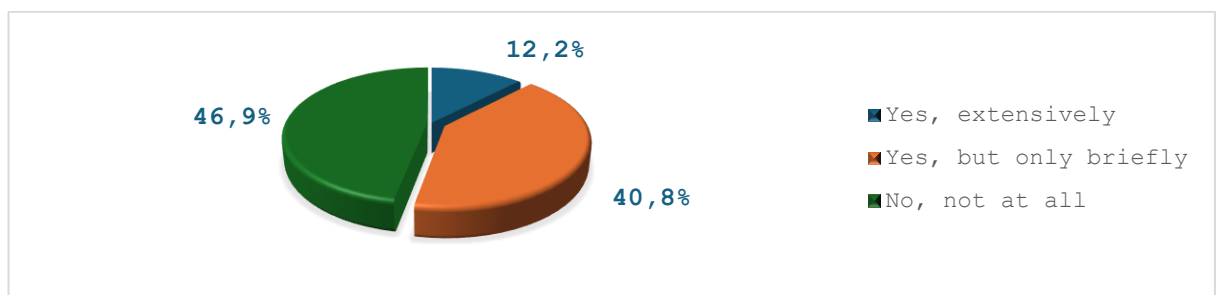


Diagram 5 unveils the degree to which students have been introduced to digital literacy training. Only (12.2%) of the students' state that they have received extensive training in digital literacy, while (40.8%) indicate they had been briefly introduced to it, and a total of (6.9%) of participants report they received no training at all.

-If yes, what aspects of the training were most/least useful?

The thirteen (13) participants out of fifty (50), who have answered this question, emphasize the value of learning how to evaluate the credibility of online information, using tools such as Grammarly for writing improvement, and searching for academic sources effectively. Others indicate that they gain skills in using PowerPoint, conducting online research, and developing critical awareness when navigating digital content. Some participants point out that lessons on basic computer skills and commonly used software were less relevant, as they have already become familiar with these tools through regular academic use and online learning environments.

Question (06): To what extent has the digital literacies syllabus helped you improve your English academic skills?

Diagram 06: Impact of Digital Literacies Syllabus on Students' Academic English Skill

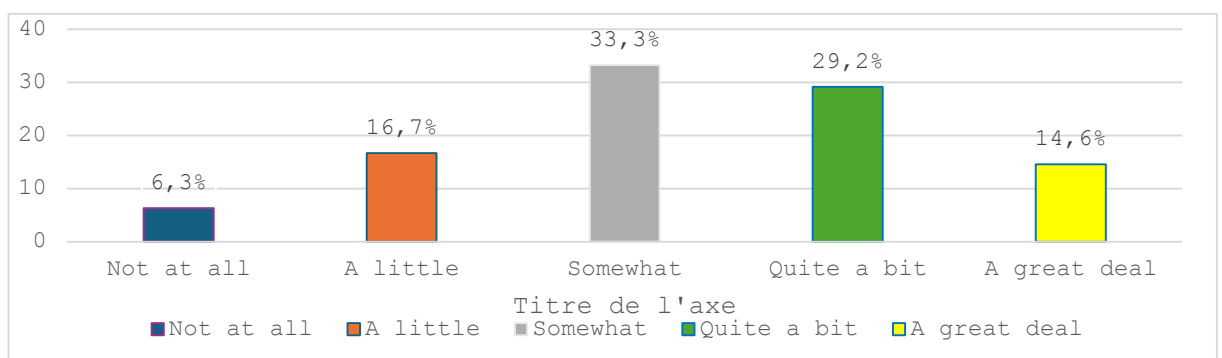
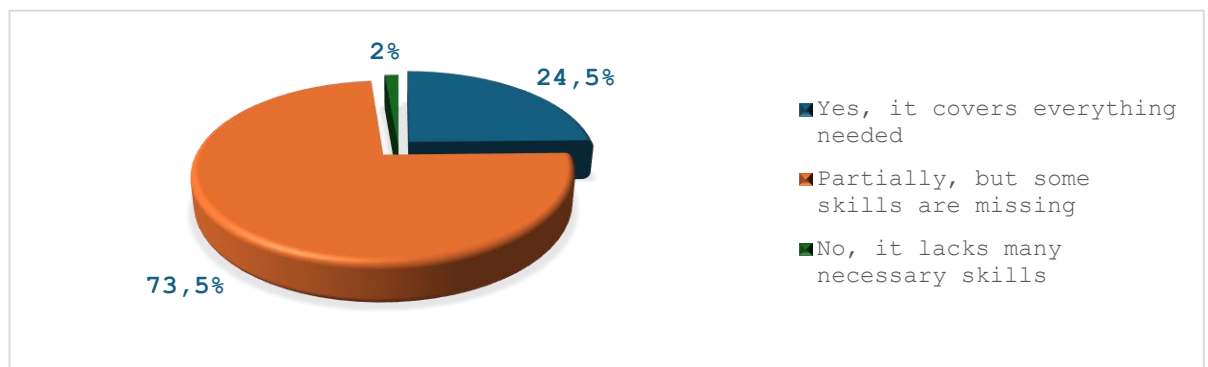


Diagram 6 shows students' perceptions of the extent to which the Digital Literacies syllabus supports their academic English skills. Among participants, only (6.3%) of them state that it does not help them at all, and (16.7%) indicate that it helps just a little. In contrast, (33.3%) believe it supports them somewhat, while (29.2%) report that it helps them quite a bit. Notably, (14.6%) of the participants state that the syllabus contributes significantly to their academic English development. These results reveal a generally positive trend, with the majority acknowledging at least a moderate level of support.

Question (07): Do you think the current Digital Literacies syllabus covers all the necessary skills for EFL learners?

Diagram 07: Students' Opinions on the Adequacy of the Digital Literacies Syllabus



The above Figure demonstrates Students' opinions on the adequacy of the Digital Literacies syllabus. Based on the results, a significant majority of students (73,5%), acknowledge the fact that the current syllabus addresses EFL learners' digital skill needs sufficiently. Meanwhile, (24,5%) of them believe that it partially covers the necessary skills, though some important areas are still missing, and only (2%) have strongly emphasized that it lacks many crucial skills.

-If no, what skills or topics should be added?

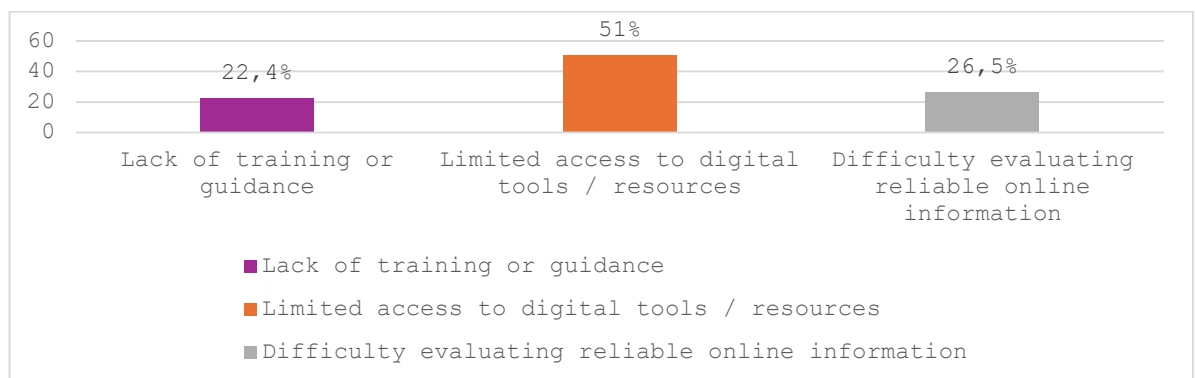
In a sample consisting of fifty (50) participants, seven (7) of them have provided suggestions on additional skills or topics to be included in the syllabus. Two (2) students have suggested the addition of more practical training, especially in the use of collaboration tools and digital communication skills, such as writing professional emails and engaging in online forums. Furthermore, three (3) emphasize the need for cybersecurity awareness, including safe digital practices to avoid risks like hacking, while the remaining ones have highlighted the importance of incorporating digital portfolios, the effective use of social media for learning, and critical evaluation skills to assess online information.

3.2.4. Section Four: Challenges and Needs

Question (08): What challenges do you face when using digital tools for learning English?

(Choose the most relevant one)

Diagram 08: Students' Challenges with Digital Tools

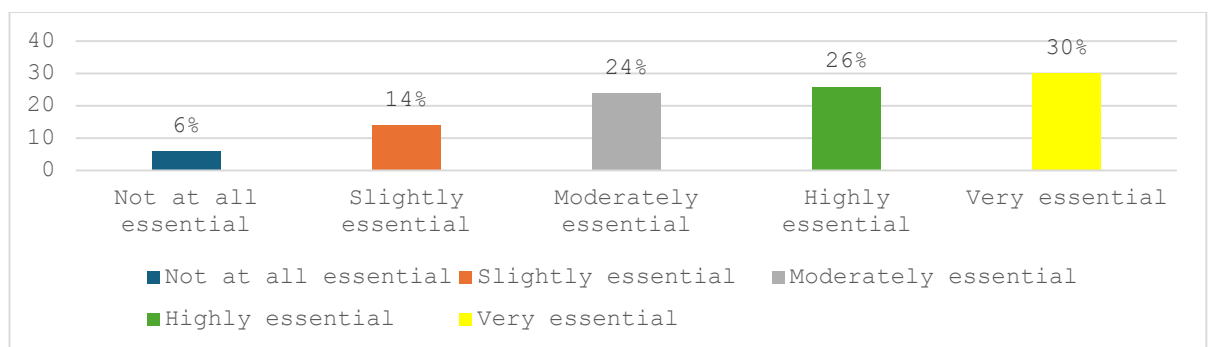


These results denote that (51%) of the students claim that the limited access to digital tools and resources is the primary challenge hindering their use of technology in learning English. Additionally, (26%) of the participants report struggling with evaluating the reliability of online information, while (22%) point to a lack of training or guidance in effectively using

these tools. Notably, none of the participants suggest any other challenges beyond those proposed in the questionnaire.

Question (09): Do you believe your digital literacies skills will be essential for your future career?

Diagram 09: Students' Beliefs About the Importance of Digital Literacies in their Future Careers.



This diagram exhibits that the majority of students have regarded digital literacies as important for their future careers. Specifically, (30%) consider these skills very essential, while (26%) view them as highly essential. In addition, (24%) perceive them as moderately essential, (14%) find them slightly essential, and only (6%) believe that they are not at all essential.

If yes, in what ways do you think digital literacy will benefit your career?

Among the 26 students who affirmed the importance of digital literacy for their future careers, some emphasize its role in enhancing communication skills and facilitating effective collaboration in digital environments. Others highlight the ability to conduct efficient research, to critically evaluate online information, and to create professional presentations. Several students note that digital literacy enables adaptability to evolving technologies and access to a wide range of resources, which are essential in modern workplaces. Additionally, a number of

respondents, particularly those pursuing teaching careers, recognize the necessity of digital skills in developing engaging educational content and guiding students in navigating digital platforms.

Question (10): Would you like to have more training on digital literacies in your EFL courses?

Diagram 10: Students' Interest in Additional Digital Literacies Training

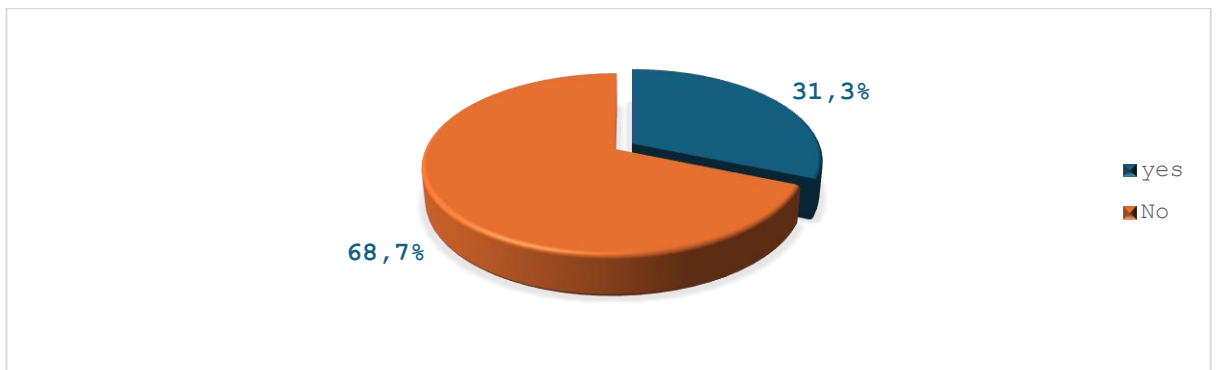


Diagram 10 pictures students' interest in receiving additional training on digital literacies within their EFL courses. The data reveal that **(31.3%)** of the participants express a desire for more training, while a larger portion, **(68.7%)**, indicate no interest in further instruction.

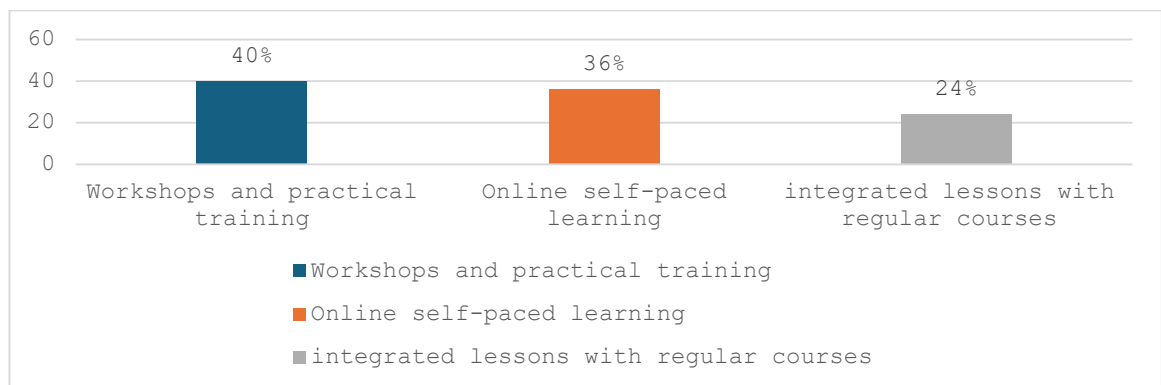
-If yes, what specific topics or skills would you like to be covered?

In response to the question about desired topics for additional digital literacy training, students expressed a range of interests. To begin with, some emphasize the importance of mastering digital tools for language learning, such as grammar checkers, translation apps, and citation tools. In addition, others highlight the need to enhance their online communication skills, including writing professional emails and engaging in forums. Moreover, several students show interest in improving their abilities with digital presentation platforms like PowerPoint and Canva. A number of them also prefer more practical training—focusing on

real-world teaching scenarios rather than theoretical instruction. Overall, these responses reveal a strong desire to deepen both the technical and pedagogical applications of digital literacies in their academic and future professional lives.

Question (11): What is your preferred method for learning digital literacies skills?

Diagram 11: Students' Preferred Learning Technique



According to Diagram (11), the majority of participants (**40%**) indicate that they prefer workshops and practical training as their method for learning digital literacies skills. On the other hand, a slightly smaller portion (**36%**) chooses online self-paced learning, showing a preference for flexibility and individual progress. Meanwhile, **24%** of the respondents report favouring integrated lessons within regular courses. Interestingly, none of the participants select “other methods” beyond the options provided.

Question (12): Which of the following digital tools do you use most frequently for learning English? (You can choose more than one)

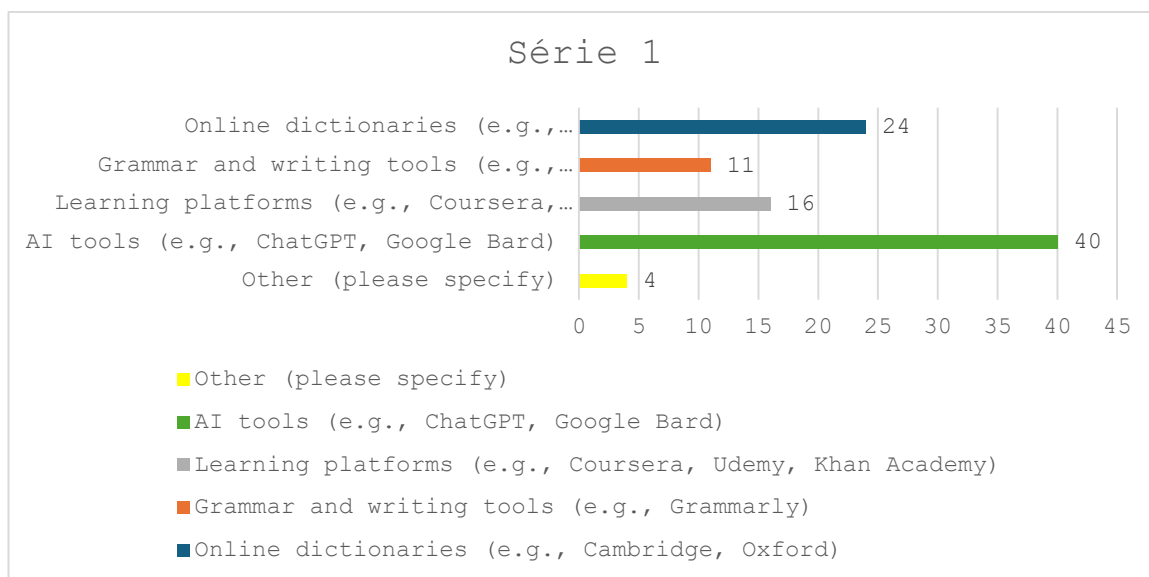
Diagram 12: Students' Frequently Used Digital Tools for Learning English

Diagram 12 showcases students' preferences regarding the digital tools they use most frequently for learning English. Among the 50 participants, AI tools (e.g., ChatGPT) are the most commonly used, selected by 40 students (80%). Moreover, Online dictionaries (e.g., Cambridge, Oxford) come next, preferred by 25 students (50%). Furthermore, learning platforms (e.g., Coursera, Udemy, Khan Academy) are chosen by 16 students (32%), while grammar and writing tools (e.g., Grammarly) are selected by 10 students (20%).

3.3. Results of the EFL Teachers' Interview

This section tackles the results of the interviews conducted through google meet and online format questions with the three teachers responsible for delivering the online Digital literacies module in the department of English at MMUTO.

Question 1: To what extent do you find the Digital Literacies module relevant to

EFL students needs?

Based on the findings, all interviewed teachers attest to the high relevance of the Digital Literacies module to EFL students. One interviewee highlights its efficiency in developing learners' critical thinking and autonomy through multimodal learning. The module is described as enabling learners to become independent when searching and creating digital content. Another respondent also recognizes the significance of the module, explaining that it supports EFL students in integrating technology into language acquisition in a professional and organized manner. Likewise, a different viewpoint attests the practicality of the module to a great extent, emphasizing that it equips learners with the potential to use technology for self-marking, enhancing skills, as well as enhancing vocabulary. From this teacher's perspective, the module also assists in improving students' writing and English overall. In general, the responses imply that the module is viewed as a required component in bridging language acquisition and online proficiency.

Question 2: In your experience, how effective is the module in developing students' digital skills?

The responses indicate that the three teachers have a common perception in seeing that the module is effective in providing students with necessary digital competencies. One participant mentions the way the module closes the loop between learning English and technology use, discussing how it improves online interaction, participation, and cooperation abilities for acquiring academic and professional opportunities. Another educator notes that, besides learning to apply ICT tools, the module introduces students to significant ideas like digital participation, innovation, and digital identity management. These are skills that are deemed to benefit not only the students while they are in school but also in their future careers. Moreover, a further input highlights the effectiveness of the module in helping students acquire new digital habits, particularly through modules like Data Literacy, which is a lesson that aims to teach learners how to conduct research using specific web-based tools and links, which later

helps in developing their English skills. Combined, the responses demonstrate that the module is imperative in advancing both digital literacy and language skills.

Question 3: What challenges do you think students face when learning digital literacy, and how can these challenges be addressed?

In this question, instructors have identified several common problems related to learning Digital literacies. All participants mention the lack of access to technological devices and internet stability as major obstacles. One respondent specifically points out that not all students have access to laptops, tablets, or even the online platform for learning, which hinders them from being able to follow lectures and practice English efficiently. Moreover, another contributor supplements that the students themselves lack motivation and interest, especially when it involves doing something new. consequently, to solve these issues, Algerian universities need to make sure that they equip the students with the proper equipment mainly smartphones, tablets, or laptops to promote equal access to resources, and ensuring internet accessibility. They also recommend regular offline sessions to recreate a sense of human contact in the online learning experience and allow students to take course material more seriously. Overall, the teachers agree that institutional support and greater access to digital technology are the keys to overcoming these obstacles.

Question 4: What impact does the Digital Literacies module have on students' academic English skills?

The results indicate that the module is positive in its impact on students' academic English abilities. In the opinion of one participant, the students are frequently exposed to real language use in online environments like social media, podcasting, blogging, and online discussion boards, which allows them to apply real-world English use in context and master how to communicate with proper tone and online etiquette. Another respondent supports this

by citing that the module promotes academic achievement by leveraging digital tools that remind students of their fundamentals in languages. Similarly, the third interviewee identifies the contribution of some of the tools available in the module—such as Grammarly, QuillBot, and other artificial intelligence tools—helping the students to improve their scholarly writing by marking errors and suggesting words. According to this teacher, these contemporary tools support not only error correction but also vocabulary acquisition and language development. Overall, all responses suggest that the module enhances students' English usage in academic and informal digital settings, and self-enhancement with sophisticated digital tools.

Question 5: What additional digital skills or tools should be included in the current syllabus to better meet students' needs?

In this question, only one teacher has answered this question in detail, by strongly recommending the implementation of standard online assessments so that the validity of the course would be enhanced and its assessment methods would be geared towards its online platform. The teacher mentions that although the course is online, students are assessed through standard, paper-and-pencil tests. As an alternative, the addition of digital portfolios, peer assessment, forum engagement, and multimedia assignments are suggested as a more suitable and reflective mode of assessment. Although the second instructor has not made any explicit suggestion, the third one provides some visionary proposals regarding how forthcoming iterations of the syllabus may feature such technology as mind mapping to better organize ideas, and expand content to encompass areas like data analysis and data literacy, nominally through programs such as SPSS. These improvements, according to the teacher, would further develop students' digital research and analytical skills in conjunction with evolving their academic and professional needs.

Question 6: What types of training or support would enhance teachers' ability to improve students' digital skills through the module?

Two out of three teachers mention the necessity of teacher training and institutional support. One teacher notes that all teachers are not ICT tool literate and recommend formal training in e-learning practices. Additionally, they suggest offering required facilities such as computers, good internet connectivity, and private offices for a congenial working environment. Furthermore, Cooperation with colleagues is also recommended as a helpful approach, particularly due to the evolving nature of the syllabus. Another participant advocates frequent professional development in the use of platforms dedicated to supporting foreign language learning, viewing this as the means to equip instructors for teaching online. Similarly, an additional input draws attention to initial training received at University of Constantine, which was designed for newly recruited teachers and included basic concepts. However, they mention that as teachers have various academic backgrounds and the subject matter of the modules tends to be overly general, there is no specialized training particularly related to the Digital Literacies lectures. Therefore, the teachers are expected to take personal responsibility to study and develop their knowledge of the content. Lastly, the teacher highlights that while initial training is useful, continuous self-improvement and independent reading are necessary in order to teach the module successfully.

Question 7: What are the main reasons behind students' lack of interest in the Digital Literacies module?

According to the participants, the main reason for students' disengagement is their lack of awareness about the significance of digital literacy and their unfamiliarity with online learning spaces. As one teacher points out, some students have a false assumption that the course content is too simple or familiar to them, unaware that it encompasses higher cognitive

processes such as critical thinking and information assessment. They again refer to language difficulties as another possible cause for dropping out. A further contribution highlights the perception that limited exposure to computer-based learning tools and inadequate familiarity with e-learning can dash learners' enthusiasm. Similarly, another respondent also refers to the fact that a majority of students carry the mindset that the module does not count merely because it is offered online, which makes them think class attendance is unnecessary. This instructor further explains that one popular misconception among students is that digital literacies entail only basic skills they have learned previously, and thus they think the course is not important and does not deserve their attention. In order to overcome these challenges, the instructors collectively recommend enhancing awareness of the true value of the module and making the digital tools and learning support accessible to students.

Conclusion

This chapter has presented the research findings derived from the questionnaire administered to fifty (50) L2 students, the interviews conducted with three (3) teachers responsible for the Digital Literacies module, and the results from the syllabus analysis at the department of English at UMMTO. The findings provide a comprehensive view of the module's effectiveness and its alignment with students' needs.



Discussion

Introduction

This chapter aims to interpret and discuss the key findings of the study in relation to the research questions and existing literature. Each section discusses the results obtained from different data sources, including the syllabus analysis, students' questionnaire, and teachers' interviews, including a synthesis of the data to identify key themes and differences, discusses the implications for syllabus design and practice, and addresses the limitations of the study.

4.1. Digital Literacies Alignment with EFL Students' Needs

4.1.1. Key Findings from the Digital Literacies Syllabus Analysis

The Digital Literacies syllabus at the department of English at MMUTO is effective in catering to the identified needs of the EFL students under investigation. One of its strengths is its comprehensive introduction to fundamental 21st-century digital literacy, such as online communication, information management, and data literacy. Moreover, the syllabus includes major tools like Microsoft Word, Excel, Skype, and social media platforms (e.g., WhatsApp, Teams), which are relevant for academic and professional contexts. Besides, the syllabus establishes a foundation of academic English enhancement, including ICT-related vocabulary and web-based inquiry skills.

However, the current study also identified several areas where the syllabus could be further developed. To begin with, one prominent limitation is the lack of including new digital tools, such as AI-based applications (e.g., ChatGPT, Grammarly), which are now increasingly vital to the students in both academic and professional sector. In addition, the emphasis is limited on interactive, practical, or learner-centred online activities, which may contribute to a more teacher-directed approach. The syllabus also offers minimal guidance on structured planning or assessment methods, potentially leaving students without clear strategies for

demonstrating digital proficiency or receiving feedback. Lastly, the integration of EFL-specific tasks such as grammar exercises, speaking, and listening practice is relatively limited.

While the syllabus is undoubtedly helpful to EFL students in developing digital competences that will be applied in academic and professional life, its applicability to the students' specific language needs is not entirely evident. In terms of academic needs, particularly language learning needs, the syllabus is inadequate. For instance, the module accommodates overall academic writing and research skills but does not cater to vocabulary development activities, grammar practice, or speaking and listening skill development in an online setting. Furthermore, from a professional standpoint, the syllabus does make reference to tools that are likely to be used by students in the workplace, namely email, social media, and video conferencing platforms. However, these tools are not explicitly linked to the development of language skills, which limits their pedagogical value for EFL students. Consequently, even though the syllabus introduces students to significant digital literacy skills, it does not provide a specific path for integrating those skills into EFL classroom settings.

4.1.2 Interpretation of Syllabus Evaluation in Relation to the Frameworks

Contrasted with dominant theoretical models introduced in the literature review, the findings from the syllabus analysis reveal convergence and divergence. According to Hutchinson and Waters' needs analysis framework (1987), a syllabus must demonstrate not only what learners need to learn but also how learning can be structured to address these needs. For the Digital Literacies syllabus at the department of English at UMMTO, there is an evident gap between the skills that are taught (e.g., ICT tools) and EFL students' specific needs for language acquisition tasks. While the syllabus does have useful digital materials, it fails to offer a sufficient bridge to language-specific results, namely, the development of vocabulary or

grammar. This is a suggestion that the syllabus is not entirely following the principles of needs-based syllabus design, which would mean more concrete language development exercises.

Similarly, assessment criteria embraced by Cunningsworth (1995) highlight the importance of clearly stated learning outcomes, skill development, as well as ensuring coherence among assessment techniques. The syllabus under review lacks a clearly stated learning outcomes towards EFL skills. For example, even though digital literacy is part of the syllabus, it does not provide sufficient detail on how the use of digital tools contributes specifically to the process of acquiring the English language. Nevertheless, there is no clearly defined sequence of learning objectives that guide students from basic to advanced proficiency in either digital or language-related skills. Moreover, as far as evaluation is concerned, there is no actual evaluative mechanism that can aid in measuring the progress of the students both in terms of digital learning and language learning. The lack of formative evaluations, feedback mechanisms, or progress tracking systems is the weakness of the syllabus design.

To gain a deeper understanding of how the Digital Literacies syllabus supports EFL students, it is essential to identify whether it encompasses the pillars of a good course design. That is to say, whether it has clearly stated learning outcomes, a logical sequencing in skills, assessment designs for supporting learning, and coverage of applicable digital tools.

The Digital Literacies syllabus at the department of English at MMUTO lacks specific learning outcomes that focus on EFL students' language skills and ability. The syllabus does provide general digital skills but not language learning aims, such as building vocabulary, correcting grammar, or offering listening and speaking practice. Thus, this is a shortcoming since the learners are not aware of the relevance of the digital skills they are learning to their English language learning. Without clear language-specific results, the syllabus does not offer

the precise assistance EFL students require to improve their English using language-specific activities.

In terms of skill development, the syllabus fails to reflect a clear structure that strengthens students' existing digital or language skills to advance. Although various online content and tools are introduced throughout the semester, there is no continuity or progression maintained between lessons. Therefore, without having a systematic way of building up a skill throughout the lessons, students' ability to develop their language and digital skills sequentially can be undermined. Thus, a more integrated development, which incorporates digital tools along with language learning objectives at all levels, would better equip students to move on in their level of proficiency and use of both digital and linguistic skills.

Another area in which the syllabus proves inadequate is in its assessment strategies, where there is no reference to formal assessments to gauge students' comprehension or advancement. Moreover, the absence of activities such as quizzes, assignments, or practice exercises limits the ability to test students' proficiency in digital skills and their convergence with language learning. This stands in contrast to the assessment principles outlined by Cunningsworth (1995), who emphasizes that effective syllabus design must include coherent and purposeful assessment procedures that support both skill acquisition and learner accountability. Additionally, as highlighted by Dou (2024), aligning assessments with learners' actual needs enhances both the relevance and the impact of instructional content. Furthermore, mechanisms of feedback, whether peer or instructor, are also missing, which means students are not given the opportunity to learn from their performance, contradicting the New Taxonomy Framework (Marzano & Kendall), which underscores the importance of providing learners with ongoing feedback to develop metacognitive awareness and self-regulation. Accordingly, including assessment methods, such as graded tasks involving the application of digital tools or language activities,

would provide students with additional formal means of demonstrating what they have learned and obtaining valuable feedback.

Lastly, while the syllabus covers a range of digital tools, such as Microsoft Office and social networks, it falls short of comprehensive integration of newer tools that form the basis of modern digital literacy. This omission is particularly concerning given Belshaw's (2011) argument that digital literacy involves more than technical competence, indeed, it requires adaptability, creativity, and critical engagement with evolving technologies across various contexts. To address this, the syllabus could be revised to include emerging digital tools, emphasize critical engagement and adaptability, and incorporate task-based learning that reflects the dynamic and multifaceted nature of digital literacy as conceptualized by Belshaw (2011). Technology like AI-powered platforms (e.g., Grammarly, ChatGPT) could significantly enhance the ability of students to refine their writing and communication skills, in other words, they promote learner autonomy and provide immediate, individualized feedback, which are essential for developing writing and communication skills (Mudra, 2024). Furthermore, as Hendrarso and Habib (2022) caution, failing to adopt contemporary tools undermines the very goals of digital literacy education, especially in language learning environments where students must engage critically with digital content and platforms. Integrating such technologies into the syllabus would not only modernize the curriculum but also align with Shopova's (2014) view, that digital literacy enhances critical thinking and collaboration skills that are increasingly vital in both academic and professional EFL contexts.

4.2. EFL Students' Feedback on the Digital Literacies Module

This section discusses the results of the students' questionnaire in relation to the second research question, which investigates how second-year EFL students perceive the relevance and effectiveness of the Digital Literacies module at Mouloud Mammeri University of Tizi-Ouzou

4.2.1. The Digital Literacies Syllabus from a Students' Perspective

The responses of the students to the questionnaire indicate a multifaceted relationship between what the students find valuable and their real experience of the Digital Literacies module. Although most students find digital skills to be valuable to their academic and professional life, the perception does not necessarily result in satisfaction in the way these skills are integrated within the design of the module. This confusion typically happens when computer literacy classes are not matched to the students' language and thinking abilities. Hutchinson and Waters (1987) noted this problem, stating that the course material needs to address target needs (what students must be capable of doing) and learning needs (how they will achieve it). Most of the students felt that the module was either too simplistic or theoretical, which suggests that content must be detailed and pertinent for syllabus design to be effective. This problem aligns with the outline presented by Shopova (2014), who quotes Bawden (2008) in calling for the use of digital tools in fostering not only familiarity but also advanced intellectual processes, including problem-solving and critical thinking. The absence of challenge and applicability in the module as outlined indicates divergence from this original principle. It is overly fact-orientated and information-based instead of practical or applied digital literacy skills.

Moreover, students are not sure how the module helps them improve their English. This reveals a problem with how digital tools align with language learning outcomes. This is in line with Mudra (2024) research that indicates learners know the theoretical value of digital literacy. But its maximum utility in English as a Foreign Language (EFL) setting can be savoured only when connected with basic language skills like reading, writing, and speaking. On this basis, the current curriculum seems to fall short of practicing real-world application of digital tools that can boost communication skills, especially through task-based and collaborative learning activities, a finding that points to a lack of clear integration between digital and linguistic

outcomes. These issues were reinforced in the open-ended responses where one student commented: “The course gives definitions and general ideas, but it doesn’t help me improve my English or use digital tools better.” This suggests that even when students do engage with the theory content, perceived linguistic gain remains low, indicating a gap between awareness and functional usefulness. In Belshaw's (2011) model, digital literacy is not merely a matter of being aware of digital concepts but also of being able to transfer them flexibly to a range of real-life contexts. Unless learners are provoked to use digital tools in a way that promotes purposeful language production or reception e.g., by blogging, creating collaborative digital projects, or engaging in online discussion forums—their learning is passive rather than interactive. And as Hendrarso and Habib (2022) stress, a lack of guided practice with relevant tools and a lack of support reduces learner engagement and hinders the development of digital literacy skills as well as linguistic autonomy. Therefore, this perception of irrelevance is not merely a students' impression it indicates a fundamental mismatch between syllabus content and pedagogical practice necessary for active EFL learning in digitally-mediated environments.

Furthermore, students reported mixed levels of interest. In other words, while certain topics especially those related to ICT Proficiency and Digital Communication, were seen as somewhat engaging by a portion of the cohort, others described the content as “repetitive,” “too basic,” or “not engaging.” This variation indicates that although some topics have potential, their current delivery does not meet students’ expectations for interactivity or novelty. As Belshaw (2011) outlines in his Digital Literacy Framework, effective digital learning requires more than exposure to tools; it is based on communicative, creative, and critical dimensions of engagement. If lectures do not challenge learners through practice or context-specific activities, digital literacy is a passive rather than transformative experience. In addition, Shopova (2014), citing Bawden (2008), emphasizes that digital literacy in education must ensure the development of critical thinking, adaptability, and cooperation none of which can be achieved

through over-theoretical or repetitive content. Therefore, the discrepancy in the levels of student interest can be linked directly to the lack of process-oriented instruction (White, 1988), in which students are not encouraged to actively construct knowledge or apply it in interactive, constructive manners. This emphasizes the need for a more dynamic and learner-centred design that accommodates diverse digital tasks, scaffolding, and participation opportunities, particularly in EFL learning environments where motivation and perceived relevance are central to success.

In practice, merely 36% of the students believed that the skills they learned were usable directly in academic contexts such as research, presentations, or collaboration on writing projects. Once again, this suggests an imbalance between curriculum and real academic needs. Some of the students explicitly mentioned that they liked more experiential and practical learning approaches. For example, one of the answers was: "We don't work with real tools. It would be better to work with blogs, videos, or real online activities in English." Generally, these results paint a multifaceted and mostly unsatisfied learning process. While students appreciate the digital literacies and acknowledge their significance, they fail to relate the current course materials to their daily needs or EFL learning objectives. This disconnect is reflective of what Hendrarso and Habib (2022) refer to as a problem of implementation—where digital literacy is presented in abstract, isolated language rather than being embedded through concrete activity that simulates actual use. Digital literacy, Mudra (2024) adds, works best in EFL when made task-based and focused on building fundamental language functions like writing and speech through group tasks. Moreover, as reiterated by Belshaw's (2011) model, the development of communicative and constructive digital competencies must be context-sensitive and attuned to the true needs of learners. If the learners are unable to engage what they learn into academic or linguistic practice, the curriculum becomes peril-prone to being regarded as irrelevant despite good intentions. Therefore, it is not merely the possession of the digital resources that is

success-defining, but how they are embedded within interactive, EFL-relevant tasks that build competence as well as confidence.

4.2.2. The EFL Students' Feedback from a Syllabus Evaluation Theory

The findings clearly identify a broad chasm between students' digital worlds, experiences, aspirations, and syllabus content. There is a significant overlap in basic ICT skills, which is most students already possess, rendering much of the current content redundant, not challenging, and not stimulating. Moreover, pedagogically, this misalignment is a concern since it can lead to reduced motivation and disengagement. If students are not emotionally invested or cognitively stretched, they are learning at risk, which is a notion emphasized in the New Taxonomy Framework (Marzano & Kendall, 2007), on the self-system and metacognitive levels, where students determine the importance and personal significance of content.

Additionally, students' perceptions that the module is "outdated" and "unpractical" also resonate strongly with Hutchinson and Waters' (1987) distinction between *target needs*, which refers to what learners must be able to do in the target situation, and *learning needs*, which means what they need to do to learn effectively. Students expressed a need for content that went beyond basic tool usage, emphasizing the importance of advanced digital literacy competencies such as critically evaluating sources, maintaining online identity, collaborating in online academic spaces, and engaging effectively in digital communication. Furthermore, Brown (2009) emphasizes that a defensible and effective curriculum must be grounded in a thorough, systematic needs analysis of the learners. The current course design does not appear to have such a foundation, which surely explains the perceived irrelevance as signalled by students. In line with Richards' (2001) model, an effective curriculum would also specify the target communicative competencies to be acquired which represents an area sorely underdeveloped

in this module. As a result, the absence of overt language outcomes and communicative aims weakens the module's integration with students' linguistic and academic development.

In motivational terms for students, the low to moderate emotional and cognitive involvement reflects a failure to engage the upper levels of Marzano's taxonomy (2007), such as exploring importance and exploring efficacy. When students are unable to perceive personal relevance, challenge, or real-world applicability in the content, intrinsic motivation is severely diminished. This disengagement undermines the potential for meaningful, long-term learning and may explain students' dissatisfaction with the course.

4.2.3. Cross-Examination of the Digital Literacies Syllabus Analysis and EFL Students' Experiences

The first section of the syllabus analysis shows that both the syllabus and students' opinions point to the same issues. Both sources suggest that there are gaps in terms of relevance to EFL, lack of authentic tasks, and inadequate opportunities for practicing skills. For instance, the syllabus analysis showed that the majority of the lectures namely those on "ICT Tools" and "Digital Collaboration" have dedicated most of their time to defining concepts without providing concrete, language-rich activities. Also, the same feeling was expressed by the EFL students during feedback, noting that even though they learned theoretical vocabularies, they could not implement and apply them in their practices.

However, there were inconsistencies reported. While review of syllabi stated they had formative assessments, students complained that there were no realistic nor effective means of evaluation. Most of the participants also noted inadequate feedback. This discrepancy suggests either an insufficiency in transmitting clearly the purpose and nature of assessments, or its absence in its application itself which represents an issue deserving examination.

Lastly, this comparison is used to reiterate the argument that the module does not meet learners' felt needs, thereby contravening one of the fundamental principles underlying Long's (2015) approach to curriculum design: the need to triangulate data from a variety of sources. That evidence drawn from the syllabus analysis, questionnaire responses, and open-ended comments comes together with such force in support of the conclusion that the Digital Literacies module requires substantial revision. Consequently, a more needs-responsive and context-fitting curriculum development would stand greater chances of redressing students' academic and working-life digital literacies.

4.3. EFL Teachers' Perspectives on the Digital Literacies Module: Strengths, Challenges, and Pedagogical Implications

This section presents EFL teachers' views on the Digital Literacies module, focusing on the strengths that they perceive and the challenges they observe in its implementation. The presentation begins with an overview of emergent themes from the interviews and then connects these findings to the results of the questionnaire and syllabus analysis. Finally, it links these findings to relevant literature on teacher agency, digital pedagogy, and curriculum enactment in resource-constrained environments.

4.3.1. Key Insights from EFL Teachers on the Digital Literacies Module

The interviews' data revealed a shared appreciation of the teachers for the versatility of the Digital Literacies module when applied to EFL students. All three interviewees appreciated the course particularly for its integration of digital skills and foreign language learning, and they were impressed by how effectively it is developing critical thinking, learner autonomy, and multimodal literacy. One teacher, for example, outlined the module as the building block empowering students as independent learners to design and critique digital content. However, the teachers also identified some challenges, mostly attributed to infrastructural deficiencies

and students' mindset. Besides awareness and motivation, unequal access to digital devices and stable internet marked by all the teachers. Nevertheless, some students would minimize the importance of digital literacy or think that it would deal only with minor things they already knew.

From a syllabus design perspective, there were two key areas for development: the first consists of the need for digitally aligned assessment methodologies, and the second one is incorporation of new digital tools and state-of-the-art topics, such as SPSS data analysis and mind mapping to facilitate structuring. Finally, in terms of professional development, the teachers expressed a need for structured training in digital pedagogy, access to better teaching equipment, and more institutional support. While some initial training is provided, especially at the University of Constantine, it was deemed too general. Teachers now make extensive use of self-directedness and peer interaction in order to cope with the changing material of the module.

4.3.2. EFL Teachers' Reflections on the Digital Literacies Syllabus-Practice Gaps

The results of the teachers' interviews strongly align with those of student questionnaires and syllabus content analysis, both of which exhibit similar trends among participants. Like students, teachers acknowledge that the module is required and useful to EFL education today. Both report gaps between intended and actual curriculum implementation. One of the main strains is in the incompatibility between curriculum design and assessment approaches. While the module is delivered online, its assessment is still largely paper-based tests which reduces the value of the virtual course in the view of teachers. This is in support of Cunningsworth's (1995) material evaluation criteria, which emphasize the importance of maintaining learning content, delivery, and assessment procedures convergent in order to

provide pedagogical coherence. This inconsistency also reveals students' worry about whether the tests are worthwhile and applicable, indicating how important it is to render testing practices responsive to online instruction, as Brown (1989) recognizes, systematic assessment needs to take institutional context and learners' reality into consideration in a manner that allows meaningful results. Moreover, while instructors impart the value of institutional assistance, what they exemplify as a matter of fact belies expectations in the syllabus. The lack of access to digital resources, erratic internet, and poor training opportunities were all cited as limiting factors which are issues that mirror the concerns emphasized by Hendrarso and Habib (2022), who argue that successful digital pedagogy relies not just on curricular imagination but also on institutional readiness and teacher facilitation. Therefore, this creates a gap between classroom-level teaching realities and policy-level learning aims, leading teachers to employ solitary effort and bottom-up peer cooperation to meet learning outcomes, resonating with Tudor's (1996) means analysis idea that stresses the need to align curriculum design with the socio-technical conditions of the teaching environment to ensure sustainable implementation. Without such alignment, teachers are often left to navigate the system independently, which risks burnout and inconsistencies in instructional quality.

There is also a tension between teacher agency and institutional constraints. Although teachers show evident awareness of student needs, they are still constrained in what they can do short of structural change. Their proposals for the incorporation of digital portfolios, peer review, and multimedia projects are an articulation of progressive practice, but these are visionary in current circumstances.

4.3.3. Theoretical Reflections on Teachers' Agency and Digital Instruction

Teacher perceptions validate research emphasizing the evolving teacher role in online environments. Bandura's (2001) agency theory and Priestley et al.'s (2015) teacher professional judgment highlight that effective curriculum enactment is reliant not only on design but also on

the ability of teachers to reinterpret content into actual contexts. The findings confirm that teacher agency is needed and constrained: although the EFL teachers under investigation want to change and grow, institutional impediments like unavailability of resources or staff development prevent them from full enactment of intended digital pedagogy. Again, as argued by Hampel and Stickler (2005) and Pegrum (2014), the study confirms that the acquisition of digital literacy necessitates extended teacher development and structural facilitation. Since digital pedagogy is under-supported, teachers face difficulties translating theory into practice, particularly in contexts like Algeria, where technological access and digital readiness present a significant challenge.

The New Taxonomy Framework (2007) also refers to the need for developing cognitive and self-system motivational strategies. Teacher observations of student disengagement by under-appreciating the value of the module refer to the need for raising awareness of the importance of digital literacy in academic and career success; a point that both the framework and the interview data refer to.

Cumulatively, teachers' observations confirm the broader academic argument that effective digital literacy instruction is not simply an issue of conveying content, but of bringing about consistency among pedagogy, infrastructure, and learner demands (Beetham & Sharpe, 2010; Selwyn, 2012). Teachers in this study are aware of such demands but without the necessary institutional empowerment to address them in complete ways.

4.4. The Digital Literacies Syllabus, the EFL Students' Perceptions and the Teachers' Perspectives: Cross-Sectional Insights

This section critically synthesizes the findings, cross-sectional insights. It also deals with the limitations and implications of the study. More specifically, the findings were divided into three sections namely section one the results of the syllabus analysis, section two the results

of the online questionnaire and section three the results of the interviews. Both teachers and students have no option but to acquire a level of computer-literacy to catch up with the growing digital societies. In the Algerian context, the ministry of higher education emphasizes the use of technological tools in the field of education. However, depending on the perceptions about e-Learning, technologies are either used to achieve immediate objectives for instant contributions (instrumental-view) or long-term and broader objectives (substantive or liberal-view).

4.4.1. Focus on Knowledge

In this approach the emphasis is on the introduction and acquisition of knowledge that is then expanded and extended. The question raised around the students' and teachers' perceptions of the online module introduction has consistencies: for Students, digital literacy syllabus supports their learning and help them improve their academic skills. For Teachers, it fosters online communication, participation, and collaboration skills that are vital for accessing both academic and professional opportunities. One might say that the tacit goal in this approach is new knowledge for its own sake. As it might be inferred from the previous discussion, an individual's motivation to initially learn or increase competence in a given knowledge component is a function of three factors: first the perception of the importance of the knowledge, second the perception of the efficacy relative to learning or increase competency in the knowledge and last the emotional response to the knowledge component. In other words, a significantly lower percentage (44%) felt that the content of the module was clearly relevant to their EFL learning needs, which highlights a perceptual gap between the acknowledged value of digital literacies and the way they are implemented in the curriculum.

4.4.2. Focus on Issues

The same three objectives stated previously could be approached from the perspective of an emphasis on issues. Here the focus is on examining an issue or question that is relevant to past, present, or future issues. Whatever the paradigm is, EFL students are facing several hurdles in acquiring digital command like perceptual differences, demographic diversities, resistance to change, training issues and so on. This was pointed out by the EFL teachers who emphasize the importance of institutional support for students and online module teachers. The reality that they describe as contrasts with the expectations set in the syllabus. Both EFL teachers and students who took part in the present study lack sufficient access to digital tools, reliable internet and sufficient training opportunities before the introduction of the module. Particularly, there is no coherence between the teaching process and the examination process. In other words, as mentioned in the findings chapter, while the module is taught only online, assessments are still paper based. This creates a misalignment between the theory and practice.

4.5. Implications

The areas of communication, media, data, and information literacy are covered by the syllabus. After a thorough analysis of the syllabus, questionnaires, and interviews, emphasis is on language-based digital pedagogy, online interaction techniques, and more carefully explained assessment methodologies. This explains that the content of the syllabus gives importance to issues like preparing learners and individuals to be competitive in increasingly digital global markets, a focus on the field of education and briefly examines the inconsistent local, national, and international curriculum standards used to both instruct and assess students. In addition, digital competencies applicable to academic and professional fields are of great importance. That is the means analysis is ‘to provide insights into the target teaching situation that will allow the development of learning programs which are responsive to and capable of fitting in harmoniously with local conditions’ (Tudor 1996, p.133).

An important aspect of information literacy is that of independent learning. Again, this is discussed generally in terms of higher-level skills. From her review of investigations into information literacy, Hadengue (2005, p.36) concludes that: “information literacy is a competency required right from the first year of academic study and is particularly important for independent essay and thesis writing; and information literacy is also required for subsequent professional activity, as part of lifelong learning”. That is to say, the online module should be introduced from the beginning of their university journey that is their first year at the University. In addition, as pointed out by (Davis, 1993) discussions of effective teaching and design of a learning-centred course frequently include recommendations for the content of the course syllabus. That is to create initiatives to improve the quality of student learning on targeted learning outcomes through, for example, a quality enhancement plan or an academic quality improvement program.

As revealed in Chapter Four that digital inequality research, policy and interventions need to be designed and evaluated around a broad definition of digital literacy, which should include access, skills, uses and benefits of ICT use. It is important to explicitly incorporate the full range of skills needed to achieve those outcomes, from technical and critical information literacy to social communication skills and different levels of content creation skills. Policy and interventions that address only technical, information-navigation and advanced creative skills (coding) will not lead to a digitally ready citizenry. Rather its social communication skills must also be addressed in order to allow full students participation in societies where ICT is embedded in all aspects of academic and private life, especially at MMUTO. To explain the above points, the Target Situation Analysis as pointed out by (Munby, 1978), stating that teachers can succeed to structure well-designed handouts by setting goals for students based on their training. The Present Situation Analysis as states by (Richterich & Chancerel, 1980), that students have to first identify their weaknesses at the very beginning of the course. In contrast

to the primary focus, students' prior knowledge and skills are more emphasized neglecting the new knowledge and skills that they could acquire at the end. The Learning Centred Approaches as explained by (Hutchinson & Waters, 1987), suggest that students need to know their learning process abilities and the reasons behind their exposure to such content of the syllabus.

4.6. Limitations

The present study was build based on readings, pilot study, syllabus analysis, EFL students' online questionnaire and interviews with selected EFL teachers at MMUTO. From the pilot study to the interviews numerous were the challenges. The first challenge was to find relevant and related data that is due to the reason this module is newly introduced into L2 EFL students' programs. Second, teachers were very busy to examine their students. Third, the sample population (L2 students) were not available, and we did not have direct contact with them at the beginning. Last but not least, time constraints to submit the dissertation on due time make it difficult for us mainly that it was our first experience conducting research using three data collection tools (syllabus analysis, online questionnaire and interview).

After analysing the syllabus some lectures tend to repeat ideas or fail to incorporate real-life examples which could be sources of enhancing L2 students' skills like their communicative ones and their interest in the topics. Compared to the University of West Florida, like public and private institutions of higher education in the United States, has policies and procedures that enable a student to appeal a grade or file a formal complaint or grievance about a course. The case of the Algerian higher education policies is different, online appeals are limited to grades even if there are online modules. To improve the syllabus, teachers of online modules cooperate with their colleagues, particularly due to the evolving nature of the syllabus.

Conclusion

This chapter interpreted and discussed the findings of the syllabus analysis, L2 EFL online questionnaire and EFL teachers. The aim was to answer the three research questions and check the validity of the three research hypotheses. After interpreting the students' questionnaire, the first hypothesis is confirmed. That is the current digital literacy syllabus at MMUTO partially meets EFL students' needs, but students face challenges in understanding and applying the course content. In addition, contents of the syllabus deal with students' needs in a general way. For the second hypothesis which states that the introduction of the new module facilitates the teaching and learning processes for both EFL teachers and students was confirmed. As regards, the third hypothesis, EFL teachers perceive the digital literacy module as an effective tool for teaching, but challenges exist in adapting pedagogical approaches to evolving digital technologies. In some degrees, it can be stated that the "bones" of syllabus content are constrained by institutional expectations, but instructors have considerable control over the organization of the course, the design of learning activities, and the nature of class climate they create and implement in their courses. This happens not only for classroom lectures but also for online lectures. However, there is a considerable difference as pointed out by the interviewees, EFL students lack technological tools, internet access and stability, and do not massively attend online lectures.



General conclusion

The present study has evaluated the effectiveness of the second year Digital Literacies syllabus at the department of English at MMUTO and has identified gaps, alignments with the students' linguistic and digital competencies, and has provided recommendations for syllabus improvement to enhance EFL teaching and learning materials. The primary goal of this investigation is to fulfil three main objectives. First, to assess the extent to which the current Digital Literacies syllabus at MMUTO meets the needs of L2 EFL students, particularly in terms of academic research, communication, and critical thinking. Second, to explore EFL students' perceptions of the relevance of the module's content and learning outcomes. Lastly, to examine EFL teachers' perceptions of the effectiveness of the Digital Literacies module in fostering students' digital skills development.

To carry out this study, we have relied on the New Taxonomy Framework developed by Marzano and Kendall (2007), which offers a multidimensional approach to evaluating learning. This framework goes beyond traditional models by incorporating three interconnected systems namely the self-system which deals with motivation and goal setting, the metacognitive system which is responsible for planning and monitoring learning, and the cognitive system which focuses on acquiring and using knowledge. We also employed Hutchinson and Waters' (1987) analysis framework to systematically identify learners' necessities, lacks, and wants, ensuring that the instructional content aligns with learner goals and contextual demands. Additionally, Cunningsworth's (1995) syllabus evaluation criteria were applied to critically assess the suitability, effectiveness, and coherence of the course materials. These frameworks were chosen to guide the study's methodology and analysis, offering a comprehensive and theoretically grounded lens for evaluating both learners' needs and curricular design.

To investigate the issues raised by the research questions, this study has drawn upon corpus-based research and survey research, adopting a mixed method approach, which

combines both quantitative and qualitative methods for analysing data. The survey sample comprises fifty (50) second-year students selected randomly at the department of English at MMUTO, to whom online questionnaires were distributed. Additionally, interview sample encompasses three teachers which are the only instructors responsible for delivering the module, with whom interviews were conducted. To analyse the collected data, Descriptive Statistical Methods are applied to the quantitative data, while Qualitative Content Analysis is used to examine the qualitative data. The corpus of this research Comprises the syllabus of the newly implemented Digital Literacies module, taught online for second-year students at the Department of English at UMMTO, which was analysed relying on an adapted checklist for evaluation, supported by qualitative content analysis techniques.

Through comprehensive data collection and analysis, and after confirmation of the hypotheses, the current Digital Literacies syllabus at MMUTO partially meets EFL students' needs. While the syllabus brings in preliminary digital concepts, linguistic significance and study usefulness for practical needs are several times absent. The findings confirm the need to move the syllabus planning to a more needs-oriented form that combines language enablement with digital literacies teaching to render learning more meaningful and accessible to EFL learners. Additionally, Findings of the current research indicate that the current Digital Literacies syllabus partially meet students'-teachers' expectations, but further improvements are needed . While teachers complained of lack of organization and presentation of the module, students called for more interactivity and provision of language. Both concurred that the strength of resources like YouTube was the power to complement the learning of English as a foreign language. Furthermore, in some degrees it can be stated that the “bones” of the syllabus content are constrained by institutional expectations, but instructors have a considerable control over the organization of the course, the design of learning activities, and the nature of the class

climate they create and implement in their courses. After analysing the EFL syllabus, it is confirmed that the focus is on the who, what, when and where as suggested by Clark (1998).

Based on the findings, the prospect of evaluating the content of a large sample of syllabi is a daunting task for online courses designers. However, a syllabus review can generate a rich data set that answers multiple focused questions about the nature of teaching and learning. The syllabus review demonstrates that careful attention to reviewer training can provide accurate and reliable descriptions of the quality of course syllabi. As pointed out by (Davis, 1993) discussions of effective teaching and design of a learning-centred course frequently include recommendations for the content of the course syllabus. Students will be more involved and focused in learning using the new tools and materials.

Like every scientific work, the present study has encountered a number of limitations mainly in the process of data collection, which coincided with the examination period at our department where the majority of students were focussed on their revisions. Additionally, the twelve (12) lectures of the Digital Literacies module were analysed one by one, which was time-consuming.

For further investigations, researchers can address different areas of digital literacies, such as identifying the main challenges namely sociodemographic and sociocultural students face in terms of outcomes related to the accessibility of digital literacies contents, and value the extent to what the digital exclusion of students in terms of access, skills, motivation and available content inhibits could be a mean to reaching desired outcomes.

In summary, the findings of this study provide clear answers to the three study questions. First, the current Digital Literacies course at MMUTO partially meets the needs of EFL students, considering that it provides foundational digital competencies but does not cover EFL-specific content, practice activities, and suitable assessment methods. Second, students perceive

the syllabus as overly theoretical and not sufficiently connected to their academic and linguistic realities, expressing a strong need for more interactive and practice-oriented learning experiences. Third, teachers acknowledge the importance of the module in developing digital competencies but highlight several challenges, including limited institutional support, outdated instructional approaches, and a lack of integration between digital skills and EFL learning outcomes.



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Appendices

Appendix A: Digital Literacies Syllabus Analysis Checklist

1. The Checklist

Section one: Content Coverage

- Does the syllabus include key digital skills (e.g., online research, academic writing tools, digital collaboration)?
- Are students taught how to critically evaluate online information and avoid misinformation?
- Does the syllabus introduce AI-based tools (e.g., ChatGPT, Grammarly) and their role in learning?

Section two: Online Teaching Methods

- Are lessons delivered through engaging digital formats (e.g., videos, interactive exercises, live sessions)?
- Does the syllabus include practical activities where students apply digital skills in real tasks?
- Are students given self-paced learning opportunities with accessible resources?

Section three: Relevance to EFL Learning

- Does the syllabus enhance students' academic English skills in an online learning environment?
- Are digital tools integrated into EFL-specific activities (e.g., writing assignments, reading comprehension, online discussions)?
- Does the syllabus prepare students for future academic or professional use of digital literacy?

Section four: Effectiveness and Online Assessment

- Are students assessed through online quizzes, projects, or practical tasks?
- Does the course offer real-time feedback and support for students?
- Has the syllabus been updated to align with evolving online learning trends and technologies?

2. Appendix B: First Semester Digital Literacies Syllabus Analysis

2.1. Analysis of Lecture 2 (First Semester): *ICT: Learning and Performance*

1.1.1. Content Coverage

The second lecture in the Digital Literacies module, titled *ICT: Learning and Performance*, provides an introductory understanding of how information and communication technologies may affect academic learning outcomes, and classroom performance. The lecture begins with repurposing the definition of ICT from scholarly sources e.g., Rathleswari, in order to use it as credible evidence. It clearly outlines the most used tools and platforms in teaching, which consists of the World Wide Web (WWW), e-learning platforms, audio and video conferencing, and online group discussion forums. In addition, it introduces ICT in a classroom practice context, with references to the flipped classroom and interactive whiteboards, suggesting an awareness and acceptance of changing teaching practices. Concerning these strengths, the lecture does not extend its scope of coverage to where we are seeing evolving or advanced digital trends as part of developing modern digital literacy frameworks, for example, artificial intelligence (AI) and gamification, or adaptive learning platforms. Additionally, the lecture does not mention crucial areas such as cyber safety, data privacy, and digital ethics which are increasingly becoming part of the conversation about responsible and safe digital engagement from a private perspective and in terms of rapidly changing academic context.

1.1.2 Online Teaching Methods

This lecture provides an overview of an introductory understanding into online pedagogical practices by discussing online synchronously communication tools, such as audio conferencing and video options, and discusses group discussions as a way to engage collaborative learning. The lecture simply recognizes the flipped classroom to demonstrate blended learning and engages the concept of back-and-forth activities (interactivity) and learner collaboration as learning opportunities that can be accomplished using ICT. The lecture does not provide an inclusive representation of organized online teaching practices. There is no mention of commonly used Learning Management Systems (LMS) such as Moodle or Google classroom nor any indication of how these technologies would be pedagogically engaged into the learning process. Moreover, the presentation does not describe any learning activities to use digitally such as online quizzes, assignment etc., nor any ways to provide structured feedback. The presentation also lacks any asynchronous learning methods which are necessary to provide flexibility within digital learning. Overall, this lecture simply illustrates an overview of online pedagogy without offering any real pedagogical design.

1.1.3. Relevance to EFL Learning

In relation to English as a Foreign Language (EFL) learning, the lecture offers limited direct apprehensiveness regarding the relevant subject matter. Relevant content is partially presented using relatively general descriptions of digital platforms (i.e., e-learning platforms and communication tools) that might assist in engaging and promoting students' creativity. Additionally, in the lecture, ICT tools are discussed as part of the wider education context but the processes of second-language acquisition are not mentioned nor is their reassurance regarding their format or relevance in EFL contexts. Furthermore, the lecture does not highlight any ICT tools that have been developed for language learning, for example, a pronunciation app, self-grading grammar application or digital vocabulary builder. Neither does it include any digital reading or writing aids that could support the development of academic English. The

lecture also had no discussion regarding how EFL teachers may purposefully use ICT. Overall, while the lecture seems to imply some general benefits for communication and collaboration, its implications for EFL teacher education and pedagogical practice appear to be minor.

1.1.4. Assessment and Effectiveness

In terms of assessment, the lecture proposes that ICT authentic tools for student research, collaboration, and self-directed learning contribute to academic performance. Peer and instructor interaction is reflected upon positively in terms of supporting learning outcomes. However, there are not concrete examples of assessing students' progress through digital formats, for instance, and there are no mentions of formative assessment or summative assessment tools, suggestions for rubric based evaluative strategies, and reference to learning analytics, or other digital assessment methods. The lecture does not provide ideas for feedback, self-reflection, or tracking progress—all valuable course components in effective digital pedagogy. The lack of observable assessment procedures diminishes the chance that the lecture will support and promote measurable learning outcomes, while also preventing the development of applied digital literacy.

1.2. Analysis of Lecture 3 (First Semester): Information Literacy

1.2.1. Content Coverage

The Information Literacy lecture thoroughly covers the important digital literacies, that are needed for academic study and using information ethically. It focuses on fundamental skills in online research and newer literacies such as evaluating resources and avoiding plagiarism. Students are introduced to a new suite of resources, from PDF Drive, Archive.org, Dspace, to ASJP, which opens up the world of books, dissertations and peer-reviewed academic articles. These various sources provide students the flexibility to study as they find most useful and encourage independent learning. The lecture also reinforces informed evaluation of information

by discussing important features including, credibility, context and purpose. On an ethical level, they discuss misinformation and academic honesty to reinforce the ethical basis of literacies. The lecture's inclusion of new and emerging AI-based tools like ChatGPT, Microsoft Copilot, and Aithor.com was very timely; along with attempts at prompting discussion on the ethical implications of using AI in academic writing. So, while the lecture covered a vast amount of material, it was an optimistic and sensitive consideration of the future of these technologies and digital learning.

1.2.2. Online Teaching Methods

The lecture uses numerous appealing digital formats that utilize websites, AI platforms, and video sources, such as YouTube. It introduces a number of academic tools and platforms that invite interactive, multimedia learning and promote active and workplace-based engagement through realistic activities, wherein students are able to conduct tasks, such as finding books, assessing digital articles, and organizing research materials. The lecture also supports learner autonomy through self-pacing. It granted students access to platforms like Google Scholar and digital repositories to continue exploring and engaging with them independently, revisit materials, and create their learning habits. With the ability to self-pace at will, this lends itself to current models of online education and cultivates digital literacy through engagement, when using the material.

1.2.3. Relevance to EFL Learning

Information Literacy is directly relevant to EFL instruction, in the lecture, academic English skills are developed through reading, research-based reading, evaluating resources critically, and through structured writing acts. These practices are fundamental to shape students not only for academic discourse but also higher levels of literacy development in an EFL context. In addition, the lecture further embeds EFL-focused activities such as essay

writing, referencing practices, and grammar elements of writing. It also, makes suggestions on apps such as Grammarly and other AI writing tools for text accuracy and clarity, all of which ultimately become incredibly useful for non-English speakers as a support. Options for the learners using the lecture, are consequential because they support language and provide students-on who are more likely to initially struggle with the highly localized vocabulary adopted into English-medium practices-a pathway into the necessary digital tools they will encounter in their academic studies.

1.2.4. Assessment and Effectiveness

While formal digital assessment tools are not explicitly referenced here, the nature of task-based assessments - using research and organizing - strongly suggests that assessments may be project or task-based assessments for digital contexts, where learners can exhibit authentic performance and conceptualize and solve problems. Feedback and supports for learners are not specifically referenced in this lecture, but based on the organization of previous lectures in this syllabus and the use of certain platforms (e.g., Google Classroom) it appears feasible to provide or publisher directions and instructions for teacher-student interaction and formative feedback, as well as collection of submissions, etc. The lecture also clearly connects with multiple emerging norms for integrating digital literacy instruction that engage up-to-date tools such as AI, open access repositories, and digital research approaches, ensuring that learners are engaged with credible current examples of research activities and helping them prepare to be successful in contemporary academic contexts.

1.3. Analysis of Lecture 4 (First Semester): Data Literacy

1.3.1. Content Coverage

The lecture on Data Literacy provides a foundational, and structured introduction to the idea of data literacy, as described with sufficient scholarly definitions like those proposed by

D'Ignazio and Bhargava, etc. It covers all four parts of data literacy including data exploration, data management, data use, and data reflection. Distinctions made between each element are articulated clearly, and they can be used to move learners through the fundamental process of data comprehension and use. Additionally, some helpful conceptual distinctions like what data is in comparison to information facilitate the theoretical learning aspects for students who have never seen data literacy modelled. Data Literacy does end up with slight redundancy, with definitions and explained terms habitually repeated in slightly different contexts that either misrepresent, simplify or detract student engagement. While Data Literacy does highly succeed in explaining the theoretical aspects, it does lack some examples in the disciplines. There do not seem to be particular example case studies or concrete examples of how data literacy is generally used by an English major or within linguistic contexts. This limits the discourse to the historical practices of the field.

1.3.2. Online Teaching Methods

Compared to some of the other lectures offered in the module, this lecture lacks much in the way of online or digital pedagogy. It also does not reference any particular tools or platforms that would help with the teaching and/or learning of data literacy in a virtual context. For instance, it does not reference key technologies like Google Sheets, Excel, R, Tableau, or online dashboards as examples, nor are there examples of how learners could interact with data in simulation exercises, in MOOCs, or through interactive tutorials. Without these references, the practical application for digital contexts is limited, and higher education teachers miss an opportunity to facilitate student engagement with real-world tools for analysis. To support the pedagogical value of the lecture, digital or online blended learning models could have been incorporated, or resources for instructional content offered online so students could practice engagement with data through hands-on managing and analysing the data.

1.3.3. Relevance to EFL Learning

While Data Literacy is implicitly situated outside of an EFL context, there are some components that indirectly relate to learning English, particularly in a communication or academic context. The lecture identifies skills such as critical thinking, arguments with rationale and structure, and the interpretation and presentation of data — all useful skills in developing academic English development. These skills assist EFL students in constructing strong reasoned arguments and accompanying evidence-based essays which are part of the academic English students are required to learn in college/university. However, the lecturer does not include any tools or practices related to EFL learning. It does not include examples of how language learners could use data, for example, data about feedback, data about vocabulary frequency, or data from learner corpora, to enhance their English communicating. The lecture also does not contain any instructional content addressing the demystification of complex data-related terminology for EFL students. Immediately this type of information places the practical applicability of the lecture to English language education on the edge of peripheral. The lecture could have framed many components of Data Literacy into more specific linguistic or communicational applications.

1.3.4. Assessment and Effectiveness

The lecture makes a few mentions of reflective learning and where students would assess and revise their research strategies in light of amending understanding of data. This appeal to metacognition and self-assessment relates well to learner-centred approaches and suits the intent of supporting students in becoming critical assessors of their own academic practice.

Still, that said, the lecture does not provide any structural guidance around digital or formal assessment - there are no evaluation tools, rubrics or platforms mentioned to assess data literacy competencies and practices in an online environment. There is also no discussion of formative feedback processes or learning analytics systems to illustrate the tracking of learner progression. Although reflection is a reasonable opening place for assessment, when it comes to understanding learner progress, or providing contextualised feedback to learners in a digital literacy curriculum, it is inadequate on its own.

1.4. Analysis of Lecture 5 (First Semester): Media Literacy

1.4.1. Content Coverage

The lecture on Media Literacy provides a well-rounded and academically sound introduction to the concept of media literacy. The lecture begins with a definition, pulling from trustworthy academic references, such as Mrisho et al., before discussing the four components of media literacy; although I would argue the definition should also outline core civic values such as democracy, dialogue, and participation, and their relationship with media literacy. When defined, the individual components contribute to the overall content being learned, and thus the importance of the process of learning media literacy. In fact, the lecture argues that media literacy is a crucial competency for being an active citizen. In addition to discussing the relationship between the components of media literacy to society, the lecture points out both the positive and negative social effects of media. For example, media can transmit community values and mores (positive), but can also create distrust (negative) for example when news reports on a court case, using its discretion, do not report on evidence that some people may consider positively impactful. The lecture addresses other higher-level discussions about media ownership news ownership that would help learners think more critically and analytically. Admittedly, some sections are a little redundant and defined at least

a couple of times, which reduces the efficiency of delivering the content. Overall, while the content can be applied globally, there should be greater use of case studies or examples from Algeria or the Arab world to show local levels of contextualization, as well as engage learners.

1.4.2. Online Teaching Methods

This lecture touches on online platforms like YouTube, TikTok, and Instagram, recognizing the digital space where we consume and create media. It also recognizes that media is accessed via digital devices, implicitly acknowledging the role of technology in our contemporary media landscape. However, the lecture does not extend its recognition of this landscape into pedagogy or tools for online instruction. There is no mention of ways to offer media literacy instruction in a digital or blended learning environment, nor do they mention any media analysis tools or content creation tools (ex. Canva; Padlet; InVideo) that would help deliver the 'learning by doing' approach that a media literacy lesson demands. A recognition of digital literacy development in future iterations of this lecture may be aided by making sure to have clear pedagogical recommendations about utilizing technology for teaching and assessment of media literacy in online or hybrid classrooms.

1.4.3. Relevance to EFL Learning

While this lecture does not directly relate to the instruction of English language learning, there is strong indirect support for language learning in EFL contexts. Critical thinking, reasoning, and argumentative practices will have a critical role in the academic English context. Also, engaging with media texts provides meaningful access to authentic, current language input hence supporting vocabulary, understanding of implied meaning, discourse practices, and reading comprehension skills. Additionally, the lecture included prompts for reflective discussions, such as prompts about the media's role and impact on society, which could also be turned into speaking or writing practice tasks in an EFL context. However, the content of the

lecture does not provide a clear description of language learning outcomes and lacks specific activities related to the media to facilitate the improvement in language competence. With some development, activities based on English language media texts such as news articles, podcasts, or YouTube commentaries could substantially enhance direct relevance or appropriateness to EFL learners.

1.4.4. Assessment and Effectiveness

In this lecture, assessment is primarily found in reflection and discussion. Learner reflection on questions about positive or negative impacts of the media provides an opportunity for critical thinking that can translate into argumentative essays or lengthy pieces presented orally. This reflection model could be considered complimentary to a learner engaged approach as it provides reflection on a complex social issue while still promoting critical engagement. What is absent in the lecture is a structured approach to digital assessment. There are no rubrics, online quizzes (other than some creation strategies), peer evaluations or digital portfolios activities documented that would facilitate reporting student progress. It is disappointing there were no formal feedback methods or learning analytics to track and understand the students' progress in media literacy and media participation over time. If the lecture incorporated some of these digital assessments (be they formative or summative), the outcome related instructions would have benefited from greater depth of meaning.

1.5. Analysis of Lecture 6 (First Semester): Digital Learning and Development

1.5.1. Content Coverage

The lecture titled Digital Learning and Development explains many of the important digital skills, focussing on a series of tools and platforms that support academic achievement. This included resources such as online courses, blended learning spaces, ambulatory learning

with scheduling and tasking tools, and meeting spaces including Zoom or Google Meet. Grammar and writing improvement tools like Grammarly and QuillBot were also included, suggesting an awareness of tools aiming for student autonomy and language skill development. However, there is no explicit treatment of critical digital literacy skills with an emphasis on evaluating the credibility of information and recognizing misinformation on the internet. Such skills are becoming more essential in the digital age, when learners are inundated with unlimited online content. In addition, while Grammarly and QuillBot were considered AI-powered tools, there was no mention of generative AI platforms such as ChatGPT that are becoming dominant in digital learning environments.

1.5.2. Online Teaching Methods

This lecture shows a reasonably good use of online teaching formats. It makes reference to video tutorials, interactive grammar platforms and synchronous sessions using Zoom and Google Meet. This signifies some multimodal aspects of instruction. It also advocates for self-paced learning by emphasizing that students can return to digital experiences, i.e. recorded tutorial and online exercises, when they wanted to. However, the lecture does not provide tangible examples of task-based digital learning. While it provides a variety of tools and specifies resources, it does not offer descriptions or identify structures for classroom activities or practical tasks that require students to integrate and utilize the tools in an academic setting, even if simulated. Without overt instructional tasks, the talk fell short in its utility to model real applications of digital forms of teaching.

1.5.3. Relevance to EFL Learning

Digital Learning and Development, in contrast to the previous two lectures, explicitly connected to EFL learning since it mentions several tools that will help the learners improve their academic English skills which include Grammarly, Grammar Monster, Writing Lab, and

QuillBot. It addressed the typical shortfalls EFL learners encounter in terms of grammar accuracy, clarity of writing, and adding depth to their vocabulary, and the learning resources are valuable tools for learners hoping to acclimatise to improving their English language ability to complete academic level tasks. The lecture also gave relevance to the tools mentioned in relation to broader academic and professional practices. By addressing time management, discussing blended learning strategies, and discussing digital resources, Digital Learning and Development couched digital literacy as a key component in the academic and professional development of EFL learners. This discussion clearly added a pedagogical component to the course that significantly strengthens the option's potential value for English language learners in an English language education programme.

1.5.4. Assessment and Effectiveness

The lecture recognizes the potential use of digital tools to support in the assessment practices by mentioning quizzes and evaluation elements in e-learning and blended learning contexts. This could be seen as a minimal grasp of the fundamental integration of online assessment in higher education. Concurrently, it illustrates a progressive approach to digital education through platforms widely seen as modern-day versions of MOOCs and avenues for free online courses, which indicates a fluidity to changing educational technology. However, the lecture has not included any alternative assessments or why one would use digital technology to gather real-time or automated feedback, or the concept of the learner using technology to provide supportive feedback or to reflect on their learning. While feedback is mentioned, the lack of explanation pertaining to whether that was timely, personalized or from performance analytics diminishes the impact this lecture could have demonstrated about using digital tools to support continuous learning and formative assessment.

2. Digital Literacies Syllabus Second-Semester Lectures Analysis

2.1. Analysis of Lecture 2 (Second Semester): Digital Collaboration

2.1.1. Content Coverage

The Digital Collaboration lecture presents a good spectrum of digital tools associated with synchronous and asynchronous teamwork, from Google Docs to Google Meet, Google Chat, Zoom, Microsoft Teams, Miro, and Google Classroom, as well as many examples of useful skills and tasks associated with real-time document editing, teleconferencing, online messaging, ideation, and project coordination. All of this adds a positive practical element to the lecture hearing that these are already being used or expected to be used in a new digital workplace. Although there are many beneficial aspects of the lecture, it is certainly lacking any attention to the potential issue of misinformation in collaboration or dealing with issues of security. This lecture could benefit from some content to make students aware of the potential risks of sharing links, unauthorized access to documents or false information embedded in group documents. On the other hand, the educational content lacks any reference to AI-enhanced collaborative tools. For example, Grammarly could be suggested to help with editing a collaborative document, or ChatGPT could be recommended to brainstorm the ideas generated for their group-planning. Even these few mentions would help provide a modern touch to the content, making it more relevant to where it sits in the practical knowledge spectrum of vocational education.

2.1.2. Online Teaching Methods

The lecture indeed draws from multiple engaging digital formats - live engagement through Zoom and Meet, collaborative tools through Google Docs and Miro, and embedded messaging platforms through Google Chat and MC Teams., These provide both a real time and flexible mode of learning allowing students to use the authentic collaboration technology. Nonetheless, the use of the tools remains implicit without any direct practical use referenced

through a task or activity. It would have been more useful to embed tasks like “Students will co-construct a Google Doc on their chosen topic.” or “Groups will create an essay outline using Miro during a live session.” This would have directly linked their use towards a learning outcomes and create clear opportunities for students to engage. Similarly, while the inherently able to be self-paced exploration of the technology may be evident, the lecture does not purposely suggest independent learning. It may be beneficial to suggest self-paced activities, like the platform tutorials, recorded product demonstrations, or guided exploration activities in which students can engage independently from scheduled classes.

2.1.3. Relevance to EFL Learning

Although communication and collaboration are the focal points of this lecture, they are not explicitly connected to English as a Foreign Language (EFL) learning outcomes in any sense. The content of this lecture would have benefited from clearer connections between collaborative tools and whatever 'language' specific activities were in the tasks—e.g., collaboratively writing essays in English, peer reviewing assignments via Google Chat, or collaboratively preparing group presentations in English language classes with Microsoft Teams. As the lecture currently reads, the connection to academic English skills is only implied. While collaboration has merits in any educational environment, EFL has much less merit if collaborative work has no clear linguistic objectives or a clear task. If there were some embedded tasks like digital role-plays, or debate role plays, or collaborative editing tasks using collaborative tools, it would lend a more EFL design. Nonetheless, the lecture does clearly highlight relevance to students' future academic and professional environments. Digital collaboration is a big part of those environments, especially as you can imagine in online education and remote work. The emphasis on something like Teams, Meet, and Miro helps to prepare students' futures regarding digital collaboration, whether that is online classroom participation or ongoing coordination of accomplishments that may include a long-distance

project, especially for students anticipating a future will include education, research, or an internationally based position.

2.1.4. Assessment and Effectiveness

The lecture failed to mention any ways to judge student participation or performance in these collaborative situations. In order to increase this element, you could consider formative assessment practices, like monitoring document contributions, assessing participation in live group presentations, or student reflections of their collaboration. Likewise, real-time feedback mechanisms are non-existent, which reduces the effectiveness of the pedagogical purpose of the lecture. The inclusion of strategies that utilize teacher monitoring of shared documents, in-text commenting, and peer review, would facilitate feedback to support learning and impact collaboration in productive ways. Feedback, especially in collaborative ways, is essential because it provides students with a continued opportunity for active participation and to help students refine their use of language as it arises in the moment. On the bright side, the lecture is completely updated to reflect current digital trends, using the most advanced collaborative tools being used in educational and professional environments. It included digital collaborative options such as Miro, Google Workspace, and Microsoft Teams demonstrating a clear awareness of the digital transformation of group work and virtual collaboration.

2.2. Analysis of Lecture 3 (Second Semester): Digital Participation

2.2.1. Content Coverage

The course Digital Participation provides a general overview of digital participation in education and in practice. It explains important digital communication skills for engaging with others in online forums and communities, educational uses for social media, and building professional networks. These skills are positioned as crucial for contemporary learners and professionals, particularly in contexts in which collaboration digitally is becoming more

commonplace. Unfortunately, the course does not cover the critical evaluation of online information and how to approach digital participation appropriately. Because of the participatory nature of these digital environments, a simple set of guidelines to get people started in evaluating the 'trustworthy' or reliability of forum discussion posts (and academic articles), combating 'echo chambers', and maintaining a level of civility / respect when online, would be a huge educational asset. Furthermore, no AI tools were referenced in the course. There are tools available (like Grammarly and ChatGPT) that could have been embedded in or lined to the course support writing clarity and digital participation, especially in forums and academic networking platforms.

2.2.2. Online Teaching Methods

While the lecture identifies and mentions online forums and collaborative tools that stimulate interaction, it does not provide any details about how these will be incorporated into the instructional design. There is no information about whether these will be taught through video demonstrations, live practice or task-based participation in digital offerings. Including this level of detail regarding delivery would strengthen pedagogy. Regardless, the content suggests some practical participation through examples such as joining ESL forums or using social media to share educational content. Both of these examples lend themselves to an experiential learning approach which could have been better organizationally formalized through assigned tasks, (e.g., "Join a discussion on UsingEnglish.com and post a reply to two posts" or "create an infographic using Canva and share it through a course discussion forum"). There is clear support for self-paced learning in this lecture, with links provided to platforms like EnglishClub and UsingEnglish.com that allow students to participate in discussion forums and digital communities independently. This supports the increasing focus on autonomous learning in digital contexts.

2.2.3. Relevance to EFL Learning

The lecture demonstrates excellent alignment with EFL learners' needs. Student participation in online, English-language communities and platforms for social learning offers students real, authentic opportunities to practice academic English and provide informal feedback. Adding discussion forums to the lecture provides students with context to improve grammar precision, increase vocabulary, and improve the skills of written communication. The lecture connects digital tools with EFL-specific activities. Online communities, including forums, related tools, and social media tools, can be integrated into language-learning tasks that promote communicative competence and opportunities to create intercultural interactions. The lecture raised the basic premise of digital participation, in addition to language learning, including concepts of inclusivity, sometimes supporting rural learners, and equitable access to global digital spaces. This concept also broadened the scope of impact to the digital citizenship, as well as global participation as citizens.

2.2.4. Assessment and Effectiveness

While the lecture is practical in focus, it does not offer any concrete solutions for assessing the digital participation of learners; the following are recommended assessment activities that could be used to structure activities to assess learners' knowledge and skill applications: posting on and reflecting the contributions to ESL discussion forums; and creating a digital presentation on professional networking. Also missing from the lecture is a mechanism for offering immediate feedback, or ongoing support. Providing feedback to students as they participate in peer discussions or in digital communities would add value to student learning and current pedagogy (for example: as students engage in digital discussions by posting comments on posts; or provide suggestions that could improve students' language; or assess their digital social media projects). However, the lecture does incorporate current digital

practices with references to modern digital engagement, both professional and academic by using today's platforms, and it discusses inclusivity, accessibility, and digital diversity, which continue to be relevant to current discussions in educational contexts.

2.3. Analysis of Lecture 4 (Second Semester): *Digital Creation*

2.3.1. Content Coverage

The lecture, entitled Digital Creation, engages a broad range of skills related to contemporary digital production that is becoming more important academically and professionally. Digital Creation introduces students to many ways of creating, such as, video and audio production, blogging and writing eBooks, graphic design, website automation, and animation and 3-d modelling and a host of digital production processes, all of which allows students to develop creative and technical skills. While AI-enabled tools like ChatGPT and Jasper are mentioned at the end of the lecture (as tools for emphasizing the outcome of your digital creation workflows), it demonstrates an effort at integrating emerging technologies. As it relates to developing critical thinking about online content, the lecture fails to instruct students on how to establish the originality or credibility of the digital materials that they create or consume and thus does not adequately address misinformation or ethical practice in terms of content usage.

2.3.2. Online Teaching Methods

While the lecture does cover a range of digital creation tools, the instructional processes around the delivery of this content is somewhat vague, and there is no reference to digital formats, such as tutorial videos, interactive walkthroughs, or live demonstrations, for informing on content of this nature that can often be useful when learning practical content concepts. These formats would also increase the degree of engagement and offer concrete learning experiences. Moreover, there is a lack of practical tasks in the context of the lecture.

Considerable activities for students, practical activity or application is not recommended. Again, even in the implementation of a practical activity recommendation, such as creating a simple poster using Canva or writing a short blog, would enhance learner engagement and understanding of commonly used digital tools for creation purposes. The lecture does not support self-paced learning with recommended resources. Including optional resources - such as YouTube tutorials, platform-specific guided learning (e.g. Adobe Creative Suite), recommended platform guidelines (e.g. WordPress), or suggested online courses for platforms, would enhance the learning experience beyond the formalized learning, as well as encourage learners to 'fool' around and explore the platforms.

2.3.3. Relevance to EFL Learning

Although the lecture focuses on technical and creative competencies, both opportunities exist to create connections to English as a Foreign Language (EFL) learning. The writing and publishing section could easily be drawn upon to help EFL learners to develop their writing through tasks such as blogs, reflective writing or digital storytelling, but no explicit connections are made in the lecture. The lecture also references digital tasks and approaches, but it fails to define the potential pedagogical connections to EFL learners. Including reference to tools, such as Grammarly, or EFL tasks, such as creating an English-language podcast or producing a digital presentation for language learning, would better situate the lecture in a language learning context. However, the lecture does present digital creation as a set of skills that can be built upon in any number of academic, teaching and professional contexts, and takes our EFL learners a step closer to becoming digitally ready for the future.

2.3.4. Assessment and Effectiveness

The lecture does not provide any clear methods for student assessment or engagement for assessing mastery of knowledge, nor indicate tasks, projects, or assessment instruments and

strategies in this domain, which the effectiveness of the lecture for instructional purposes is limited. Project-based assessment such as making a short video, a digital poster, or writing and formatting a blog post would offer better alignment with the hands-on work involved with digital creation. The lecture also does not indicate any peer reviews or instructor feedback or open support systems or feedback strategies, which are important for certain types of creative digital tasks. Feedback strategies can help support student development using creative digital tools, in addition to ensuring academic integrity. Peer reviews can be done in Google Classroom or peer review types of forums. Even with these aspects left for the lecturer to consider for its currency, the lecture has incorporated contemporary renewal of digital content creation trends and -AI. The lecture's commentary on podcasting, media, and artificial intelligence developments is congruent with understanding the digital literacy demands of future generations in 2024 and beyond.

2.4. Analysis of Lecture 5 (Second Semester): Digital Problem-solving

2.4.1. Content Coverage

The Digital Problem-solving lecture provides a good overview of important digital competencies needed to navigate and address solutions in digital contexts. The lecture examines digital competency in relation to practical digital skills like accessing relevant resources, utilizing digital tools and interfaces, communicating effectively, and employing critical thinking strategies. A number of tools are used in the lecture; project management software, data analysis software, mind mapping software, and online collaboration tools like Slack and Zoom, provide an excellent array of technological tools for students to explore. Critical thinking is referenced as a core concept in the lecture, but the application of these types of thinking, to then process the evaluation of sources online, are only suggested and not explicated. Suggested ideas to bolster the educational value of the lecture content would be to include critical thinking

strategies, strategies for identifying misinformation, strategies for analysing the credibility of content found online, or even strategies for verifying digital information in order to create a positive digital footprint. The added content would also demonstrate an acknowledgement of the importance of these specific skills when engaging in an information-rich digital environment. While the lecture does an admirable job of covering a number of digital tools, it does not address the integration of AI-based platforms that are gaining prominence. The use of tools like ChatGPT, Grammarly or any other generative AI tool seems to offer a great opportunity to shift to a conversation on the incorporation of technology into academia and in other professional disciplines, particularly as it relates to being mindful of ethical considerations. The absence of these tools seems to limit further congruence to current digital developments that are starting to contribute to those changes in practice which students may experience in future professional or academic contexts.

2.4.2. Online Teaching Methods

The lecture does not specify its delivery option(s), such as whether it is a combination of video, live sessions, self-paced self-directed opportunities, etc. This ambiguity implies a more traditional text-based instructional mode, and possibly less student engagement. The lecture would be stronger if it incorporated more active learning through new and exciting ways such as simulations, interactive videos, or scenario-based modules. Nevertheless, the lecture does foster applied learning based on real-life digital problems. It encourages students to ask questions, make meaning and solve problems that will carry over to project-based and collaborative activities (although these only exist hypothetically, unless similar assignments or exercises arise). In addition, the lecture does not provide a self-paced learning alternative. No online resources, tutorials or asynchronous modules were referenced, which minimizes students' opportunities to revisit at their own pace or explore tools on their own time - an essential part of a sound digital learning environments.

2.4.3. Relevance to EFL Learning

The topics of communication, critical thinking, and collaboration provide a secondary way to build academic English skills, especially since these are done in English. EFL (English as a Foreign Language) contexts are similar in that they are digital activities that use language to accomplish broader tasks. While the particular digital tools and strategies discussed were not strictly focused on EFL learning objectives in the lecture, they can be addressed in EFL contexts for tasks such as collaborative essay writing, digital research, or group project presentations. If these tools were incorporated into EFL types of tasks (like Zoom for oral presentations or Slack for discussion about writing in a group), the educational impact would be greater. It is also important to note the lecture was strongly preparing for academic and professional digital engagement. By highlighting skills that are transferable across disciplines and into the real world, it was promoting student growth as a digital citizen, and possibly a budding professional.

2.4.4. Assessment and Effectiveness

The lecture includes no assessment aspect, no mention of online quizzes, submission of projects, or task-based assessment so there is no opportunity for measuring students' process of understanding or determining whether they have met the learning outcomes. There were no assessments described to add structure and accountability, such as digital problem solving into scenarios, reflective journals, group-based tasks, etc. Additionally, there was no of feedback mechanisms or supports mentioned in the lecture. real-time feedback from a faculty member, the use of peer assessment tools, or discussion forums could greatly enhance the experience by reinforcing concepts and encouraging improvement. While this lecture references tools/trends related to 2023-2025, there are no references to updates for the syllabus, or describing alignment with cutting edge developments with emerging learning technologies or generative AI. This can

and should be improved to keep this lecture relevant and evolve in an ever-changing education context.

2.5 Analysis of Lecture 6 (Second Semester): Digital Innovation

2.5.1 Content Coverage

The lecture does an excellent job of introducing a full complement of key digital skills aligned to 21st century competencies. Foundational technologies are introduced including Artificial Intelligence (AI), Machine Learning, the Internet of Things (IoT), Augmented/Virtual Reality (AR/VR) and Digital Payment Systems; these are used as aspects of technology, as well as in use and application. This breadth provides students a sense of how digital innovation is fundamentally changing their lives and work, this accounting of digital skills addresses the checklist. The lecture also has students working with AI powered platforms such as Grammarly, QuillBot, Google Gemini and Duolingo for practical digital tools that can impact both their academic development and learning personally. And while this is a good integration of technology, the lecture does not provide much in training in critically evaluating online information. The lecture did not necessarily provide students with guidance about identifying misinformation, evaluating digital sources or understanding the ethical components of the use of AI tools—skills which are becoming increasingly vital in digital environments. This omission represents a failure in including the evaluative component of digital literacy.

2.5.2 Online Teaching Methods

From an instructional design perspective, the lecture refers to several fun digital tools (there are references to Kahoot! Quizizz, Canva, Maestra, which may increase engagement and interaction). Nevertheless, it is not clear what type of instructional format the lecture follows. There is no clear description of how content is presented e.g. exclusive video lectures, live lectures, or asynchronous modules, which fails to adequately demonstrate its online teaching

approach. Therefore, while the tools are of considerable potential, the lecture has significant room for improvement in terms of defining a comprehensive instruction design that considers delivery. There are implications of practical engagement through the use of digital tools that are either interactive or creative, hinting toward the possibility of project-based learning or learner-centred approaches. However, no examples of activities or task instructions is provided. Moreover, while self-paced platforms were mentioned (i.e. Duolingo, Khan Academy, Google as a tool), it is unclear how those tools are integrated to provide a structured self-learning path or what types of steps or processes could provide that regulation by the learner. There is significant potential, however better articulation and description of the application of these tools in order to support and improve the instructional design overall would be beneficial.

2.5.3 Relevance to EFL Learning

The lecture shows a high level of relevance for English as a Foreign Language (EFL) learning primarily through its selection of AI-oriented educational tools. Tools including Grammarly, QuillBot and Khan Academy are used for refining grammar, building vocabulary, academic writing, and understanding content. Duolingo is also very effective for vocabulary development and individualised language learning, and it comes as no surprise that this is of particular relevance for EFL learners. While the lecture is not aimed at language teaching per se, it is easy to adapt the tools and suggestions into EFL contexts. Students will be able to write, create oral presentations, and develop projects with Canva and Maestra that will support the development of English communication skills with digital resources. And, while it's obvious where the lessons are targeted (digital change in career contexts, e.g., AI and recruitment, telemedicine) they are also positioned to work on language as well as digital literacies that are increasingly required in world contexts.

2.5.4. Effectiveness and Online Assessment

With respect to assessment, the lecture provides platforms for formative assessment (Kahoot! and Quizizz). The lecture does not have the details about how to include Kahoot! and Quizizz in the evaluation of the lecture. There was no clarification regarding what type of assessment was being used (formative or summative), no feedback cycle, and no mechanism for tracking student performance. This lack of transparency, regarding how the lecture is evaluated diminishes the extent to which the lecture can be analysed for instructional effectiveness. Although AI tools such as Grammarly and Gemini do provide built-in feedback, the omission of feedback from the teacher, or peer reviews limits student support. There was also no mention of support avenues including office hours, help forums, tutoring bots etc., none of which would be considered best practices in a holistic online learning context. Nonetheless, there is a strong alignment with current digital trends, using current tools, referencing research from 2022, and discussing innovations relevant to the academic and professional domains. They have clearly attempted to future-proof their lecture in order to ensure an awareness of new technologies and to set up the learners for the possibility of continued development in the future.

Appendix B: Students' Questionnaire

Dear students,

The present questionnaire is one of the data collection tools used in our research, which aims to evaluate the digital literacies syllabus through EFL learners needs analysis. For the purpose of achieving this goal, we kindly ask you to answer the questions below with honesty and care. Please note that all responses will remain confidential and are used solely for academic purposes. The questionnaire should take approximately 10 minutes to complete. Your input is greatly appreciated.

Section one: General Information

Q1- What is your gender: Male Female

Q2- How often do you use digital tools. (e.g., online dictionaries, learning platforms, AI tools) in your English learning?

- Daily A few times a week Rarely Never

Section two: Digital Literacy Skills

Q3- How confident are you in using digital tools for academic purposes (e.g., research, writing, presentations)?

- Not at all confident Slightly confident somewhat confident Quite confident Very confident

Q4- Which digital skills do you think are most important for EFL learners? (You can choose more than one)

- Online research skills
- Academic writing and citation tools (e.g., Grammarly, Mendeley)
- Online collaboration tools (e.g., Google Docs, Zoom)
- Critical thinking when evaluating online sources

Section three: The Digital Literacies Syllabus

Q5- 5. Have you received formal instruction on digital literacies as part of your English studies?

- Yes, extensively Yes, but only briefly No, not at all

-If yes, what aspects of the training were most/least useful?

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Q6- To what extent has the digital literacies syllabus helped you improve your academic English skills?

- Not at all
- A little
- Somewhat
- Quite a bit
- A great deal.

Q7- 7. Do you think the current digital literacies syllabus covers all the necessary skills for EFL learners?

- Yes, it covers everything needed
- Partially, but some skills are missing
- No, it lacks many necessary skills

-If no, what skills or topics should be added?

Section four: Challenges and Needs

Q8- What challenges do you face when using digital tools for learning English? (Choose the most relevant one)

- Lack of training or guidance.
- Limited access to digital tools/resources
- Difficulty evaluating reliable online information

-Other (please specify)

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Q9- Do you believe your digital literacy skills will be essential for your future career?

Not at all essential Slightly essential Moderately essential Highly essential Very essential

-If yes, in what ways do you think digital literacy will benefit your career?

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Q10- Would you like to have more training on digital literacy in your EFL courses?

Yes No

-If yes, what specific topics or skills would you like to be covered?

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Q11- What is your preferred method for learning digital literacy skills?

- Workshops and practical training
- Online self-paced learning
- Integrated lessons within regular courses

-Other (please specify)

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Q12- Which of the following digital tools do you use most frequently for learning English?

(You can choose more than one)

- Online dictionaries (e.g., Cambridge, Oxford)
- Grammar and writing tools (e.g., Grammarly)
- Learning platforms (e.g., Coursera, Udemy, Khan Academy)
- AI tools (e.g., ChatGPT, Google Bard)

- Other (please specify)

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Appendix C: Interview Questions for Teachers

1. The Interview

Dear teachers

Thank you for joining us for this interview. This discussion is part of our research on the Digital Literacies module, aiming to explore teachers' perspectives on students' engagement, challenges, and potential improvements. Your insights will help us better understand the issues surrounding the module and propose recommendations for its enhancement. We appreciate your time and input.

Q1: To what extent do you find the Digital Literacies module relevant to EFL students?

Q2: In your experience, how effective is the module in developing students' digital skills?

Q3: What challenges do you think students face when learning digital literacy, and how can these challenges be addressed?

Q4: What impact, if any, do you think the Digital Literacies module has on students' academic English skills?

Q5: In your opinion, what additional digital skills or tools should be included in the current syllabus to better meet students' needs?

Q6: What types of training or support do you think would enhance teachers' ability to improve students' digital skills through the module?

Q7: In your opinion, what are the main reasons behind the lack of interest in the Digital Literacies module among students?

2. Transcription of Teachers' Answers

3. Interview 1:

Question 1:

To what extent do you find the Digital Literacies module relevant to EFL students?

It is an important module for EFL learners. It is helping them to integrate technology and digital tools to their learning in a more professional way.

Question 2:

In your experience, how effective is the module in developing students' digital skills?

Effectiveness of the module relies in the fact that these students are not only learning about ICT's and their different uses, but they are also introduced to digital participation, creation, innovation and more importantly how to manage their digital identity. This content is helping them in their studies as EFL students, and it will be needed by these students in their future professions.

Question 3:

What challenges do you think students face when learning digital literacy, and how can these challenges be addressed?

Lack of technological tools to attend the course (phones, tablets,) -limited access to connexion/
internet

Higher education institutions should provide students with the necessary technological
equipment.

Question 4:

What impact, if any, do you think the Digital Literacies module has on students'; academic
English skills?

This module can foster/ enhance their academic achievement because they are introduced to
different platforms that can help them in different language skills.

Question 5:

In your opinion, what additional digital skills or tools should be included in the current syllabus
to better meet students' needs?

For me, the tools that students are using everyday can help them to assess themselves. All the
Digital tools that are available on internet have specific aims. For example, Duolingo and
Grammarly can be used by students to improve their four skills (listening, reading, speaking
and writing)

Question 6:

What types of training or support do you think would enhance teachers' ability to improve
students' digital skills through the module?

Ongoing professional development on the use of different platforms dedicated to improve
foreign language learning may be beneficial.

Question 7:

In your opinion, what are the main reasons behind the lack of interest in the Digital Literacies module among students?

I think students are not yet familiar with online teaching and they are not aware of the importance of being digitally literate in a digital era. So, providing them with equipment to have access to online courses and rising their awareness on the benefits of digital literacy may result in a better engagement.

Interview 2:

Question 1:

To what extent do you find the Digital Literacies module relevant to EFL students? Studying Digital Literacies is not only highly relevant to EFL students but also efficient because it helps them develop their critical thinking while analysing/creating digital content and it improves their autonomy as it encourages them to become independent multimodal learners.

Question 2:

In your experience, how effective is the module in developing students' digital skills?

- It bridges the gap between learning English and the use of technological tools as it prepares them for the future; that is, it teaches them how to communicate, participate and collaborate online. This gives them easier access to educational and professional opportunities both internationally and locally.

Question 3:

What challenges do you think students face when learning digital literacy, and how can these challenges be addressed?

I think that the challenges can be restricted to technical problems and lack of motivation and interest. In fact, not all students have access to reliable computers, smartphones or internet connection. Others find difficulties using ICT's as they are not proficient enough. As concerns motivation, it is very important to be motivated to take this course because the concepts we use, and the themes are new most of the time and students find them difficult to understand; yet they don't bother themselves by making more efforts to try to understand them. To remedy these challenges, I think that once or twice a semester, it would be better to teach offline to remind students that they are dealing with real teachers and not AI.

Question 4:

What impact, if any, do you think the Digital Literacies module has on students' academic English skills?

The study of Digital literacies exposes EFL students to authentic language in digital contexts such as social media, blogs, podcasts, and online forums. This gives them opportunities to see how English is used informally and contextually in real life. Besides, it also teaches them how to navigate, interpret, and produce digital content in English. This includes learning how to select the right tone, consider whom the students are communicating with, and behave respectfully online as this is very important in both academic and professional settings.

Question 5:

In your opinion, what additional digital skills or tools should be included in the current syllabus to better meet students' needs?

I think that regular digital testing should be included to give this course more credibility. This is valid for both continual assessment and final examination. This is an online course, and students expect to be evaluated online, but the reality is something else. They are evaluated in a traditional manner, typically through paper-based tests, oral evaluation and even classroom

participation. This is inconvenient for both Teachers and students. In case, it is not possible to rely entirely on online assessment, I suggest that traditional evaluation methods should be supplemented with alternative assessments like digital portfolios, online forums, peer assessments, and multimedia-based tasks

Question 6:

What types of training or support do you think would enhance teachers' ability to improve students' digital skills through the module?

I think that the best way to enhance teachers' ability to improve students' digital skills through the module is first to train teachers to the use of ICT's because not all of them are skilled in this field. The second thing is to provide the necessary tools that would improve their working conditions and thus facilitate their teaching. These might include new computers, good internet connection, private offices... Once these conditions provided, I think peer collaboration would be more efficient than any other training because the syllabus is new and we are still editing it, trying to improve it. Indeed, collaboration encourages the sharing of ideas, knowledge, and teaching strategies,

Question 7:

In your opinion, what are the main reasons behind the lack of interest in the Digital Literacies module among students?

In my opinion, students don't really understand how digital literacies connect to their academic success or future careers. Others who are very familiar with the use of ICTs may assume that the module covers things they already know, not realizing that it includes deeper skills such as critical thinking, and information assessment. The language barrier may also be another problem as some students can be intimidated if they are not confident enough in their language skills, which might lead to a lack of interest and disengagement.

Interview 3:**Question 1:**

To what extent do you find the Digital Literacies module relevant to EFL students?

Well, it is relevant to relevant EFL students since it equips them with technological tools. Since learners are supposed to learn how to use technology. And if they master technology, it can help them to improve their writing for example if they are going to use AI to evaluate their grammar or to improve their vocabulary. I think that in the modern or contemporary era; the use is very helpful because they can improve their skills (listening and speaking)

Question 2:

In your experience, how effective is the module in developing students' digital skills?

Teaching the module for the first time. So, i guess we can consider the module as effective because it can help them use app like Duolingo. It can help them to conduct online research. They will be able to recognize trustworthy websites that they can rely on. They will be able to recognize trustworthy online websites and links.

Question 3:

What challenges do you think students face when learning digital literacy, and how can these challenges be addressed?

They might face different challenges if they don't have laptops or internet. During the lesson I try to be very simple. I think the other obstacle is that not all the students attend classes, and not all of the students have access to the platform. Sometimes lessons are sent via email. Since it is a virtual class, so I don't have many obstacles that students face. I think that these challenges can be addressed by helping students to have access to laptops and internet so that to ensure that they have access to the digital materials they need.

Question 4:

What impact, if any, do you think the Digital Literacies module has on students' academic English skills?

I think that the module itself is supposed to have a positive impact. The reason is that for example there are different lessons which deal with different websites such as Grammarly, skill box or other AI tools. They are supposed to help students to correct their grammar, writing skills. They will also listen to different channel such BBC or other online channel that they can use as learning tools. If they want to collaborate, they can do teamwork even if they are not living in the same place.

Question 5:

In your opinion, what additional digital skills or tools should be included in the current syllabus to better meet students' needs?

Honestly, we are teaching the module for the first time. I am sure that this is not the final version but in the coming year we are going to rely on extra details. I did my best to include all the necessary digital tools. For next year we are going to focus on data analysis since we have finished with the first attempt. Data literacy for example will be explained with more or extra details. We will adapt with new technological tools in the coming years. We need to improve the lectures depending on the needs of students. Statistical Package for the social sciences could be included next year or the upcoming years.

Question 6:

What types of training or support do you think would enhance teachers' ability to improve students' digital skills through the module?

Well, we had a training at the University of Constantine. As teachers we were specialized in different fields. The lectures were general. This is why we always need some extra research to improve our knowledge before teaching the module. Whenever I need some support more information, we collaborate with our colleagues to get the information that need.

Question 7:

In your opinion, what are the main reasons behind the lack of interest in the Digital Literacies module among students?

In general, most of the students do not attend the lesson even in classroom tutorial. They think that because the module is online, it is not important. For them because the module is online, they have the right not to attend. Maybe they are not interested in studies