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***Evaluation of Teaching Practices of English
Language Teachers at Intermediate School in the
Light of Digital Literacy***

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ABSTRACT

The study aimed to identify the level of teaching practices of English language teachers in the intermediate stage in the light of digital Literacy skills, and to reveal any potential correlations between EFL teachers' teaching practices on the one hand and their academic qualifications and years of experience, on the other hand. To achieve the objectives of the study, the descriptive approach with a questionnaire was used. The study sample consisted of (101) English language female teachers of the intermediate stage in Muhyil Aseer Governorate. The study revealed a set of results: the level of teaching practices of English language teachers in the intermediate stage in light of digital Literacy was high. The order of the dimensions was as follows: digital identity, digital production and participation, digital research and access, basic computer operations and skills, and last evaluation and analysis. All of them obtained a high response score. There were no statistically significant differences at the level (0.05) in the level of teaching practices for English language teachers in light of digital Literacy due to academic qualification. However, there were statistically significant differences in the level of teaching practices in light of digital literacy attributed to years of experience.

Keywords: Teaching practices - Digital Literacy skills - English language teachers - intermediate stage.

تقويم الممارسات التدريسية لمعلمات اللغة الإنجليزية بالمرحلة المتوسطة في ضوء مهارات الثقافة الرقمية

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ماجستير في المناهج وطرق التدريس العامة أستاذ المناهج وطرق تدريس اللغة الإنجليزية

المشارك قسم التعليم والتعلم

قسم التعليم و التعلم

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جامعة الملك خالد

معلمة بإدارة تعليم عسير

المستخلص

هدفت الدراسة إلى التعرف على مستوى الممارسات التدريسية لمعلمات اللغة الإنجليزية بالمرحلة المتوسطة في ضوء مهارات الثقافة الرقمية، و استقصاء ما إذا كان هناك فروق ذات دلالة إحصائية في مستوى الممارسات للمعلمات في ضوء مهارات الثقافة الرقمية تعزى لمتغيرات (المؤهل العلمي، و سنوات الخبرة)، ولتحقيق أهداف الدراسة فقد تم استخدام المنهج الوصفي، وتم استخدام الاستبانة كأداة للحصول على البيانات، وتمثلت عينة الدراسة في (١٠١) معلمة من معلمات اللغة الإنجليزية بالمرحلة المتوسطة في محافظة محابيل عسير، وقد توصلت الدراسة إلى مجموعة من النتائج أهمها: أن مستوى الممارسات التدريسية لمعلمات اللغة الإنجليزية بالمرحلة المتوسطة في ضوء مهارات الثقافة الرقمية كانت بدرجة مرتفعة، وجاء ترتيب المحاور كالتالي: في المرتبة الأولى الهوية الرقمية، ثم الإنتاج والمشاركة الرقمية، ثم البحث والوصول الرقمي، ثم المهارات الحاسوبية الأساسية، ثم التقييم والتحليل، وجميع هذه المحاور كلاً على حدة حصلت على درجة استجابة مرتفعة، وبينت الدراسة عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (٠.٠٥) في مستوى الممارسات التدريسية لمعلمات اللغة الإنجليزية بالمرحلة المتوسطة في ضوء مهارات الثقافة الرقمية تعزى لمتغير المؤهل العلمي، كما أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (٠.٠٥) في مستوى الممارسات التدريسية لمعلمات اللغة الإنجليزية بالمرحلة المتوسطة في ضوء مهارات الثقافة الرقمية تعزى لمتغير سنوات الخبرة.

الكلمات المفتاحية: الممارسات التدريسية - مهارات الثقافة الرقمية - معلمات اللغة الإنجليزية - المرحلة المتوسطة.

Introduction:

In light of the rapid digital transformation, the integration of technology has reshaped the role of the teacher, making digital literacy skills a necessity, especially in English language teaching. These skills contribute to the activation of innovative and interactive teaching methods and enhance the teacher's ability to meet the needs of learners in a more inclusive and effective learning environment.

The teacher is not only a transmitter of knowledge, but also a guide and motivator who contributes to the development of education (Al-Muatham & Al-Manoufi, 2014). With the rapid technological development, teachers must possess renewed teaching skills to keep pace with the requirements of the era of knowledge explosion (Sharma, 2017). The increasing use of digital technology has also demonstrated the need for new skills to meet the diversity of students and their changing needs (Grand-Clement, 2017). Therefore, the use of modern technologies in education has become essential, which calls for developing teachers' technical and teaching skills to enhance their practices (Al-Adwani & Alawi, 2021). Studies have confirmed the importance of integrating digital literacy into education to achieve sustainable development. In addition, it enhances learners' independence and motivates them to be self-learners (Al-Hazmi & Mawkali, 2022; Tri & Nguyen, 2014).

In terms of English language teaching, it has become necessary to adopt digital teaching practices to enhance learning in modern and effective ways (Ali, 2024). Studies have recommended the necessity of including digital literacy skills in English language teacher's preparation programs to qualify them to use technology effectively (Al-Hazmi & Mawkali, 2022; Al-Shahri, 2015). Therefore, this research aims to evaluate the teaching practices of English language teachers in the light of digital literacy skills and identify its strengths and weaknesses.

Research Problem

Teaching performance is an influential factor in student learning, as it motivates them to learn. Studies have shown that employing digital education improves educational outcomes (Ahn, 2021; Al-Dallah, 2019; Al-Hazmi, & Mukli, 2022; Al-Shamrani, 2019). Several studies called for developing teaching practices to keep pace with global changes (Al-Mohaimed, 2016; Al-Otaibi, & Al-Odayani, 2023). With the spread of digital literacy, it has become necessary to integrate it into education. Some studies have emphasized the importance of qualifying teachers to

use educational technology effectively (Al-Furaiji, 2023; Al-Hazmi & Mawkali, 2022; Razeeqi, 2023).

The spread of digital technology, especially after the COVID-19 pandemic, has led to a radical shift in teaching methods, highlighting the need for teachers to acquire advanced technical skills (Al-Ruwais, 2021). With regard to English language teaching, some studies have confirmed the need to train teachers on the use of educational technology to enhance language learning (Al-Aidi, 2017; Hamadneh & Al-Ghasab, 2018; Saif, 2019). The results of Hamadneh, and Al-Ghasab study (2018) showed the effectiveness of digital teaching practices, while Obuekwe and Eze (2017) indicated the challenges that hinder their implementation. Further, other studies recommended directing English language teachers to use teaching methods based on digital innovations for their effectiveness in education (Al-Aidi 2017; Saif 2019). In addition, the conference called *E-learning between present challenges and future aspirations* (2020) also recommended the necessity of empowering teachers with digital literacy skill to ensure the quality of education. Further, most studies, within the researchers' knowledge, sought to reveal the reality of teaching practices in general. For example, Al-Aidi's study (2017) dealt with classroom teaching practices among English language teachers in the primary stage and the role of gender and experience on them. However, there is a lack of studies on the teaching practices of English language teachers in the light of digital literacy. Therefore, this study purposed to evaluate English teachers' practices in the light of digital literacy skills, with the aim of enhancing strengths and addressing weaknesses.

Research Questions:

The current research seeks to answer the following:

1. What is the level of teaching practices of English language teachers at the intermediate stage in light of digital literacy skills?
2. Is there any potential significant impact of EFL teachers' academic qualifications on their teaching practices?
3. Is there any potential significant impact of EFL teachers' years of experience on their teaching practices?

Research Objectives:

1. Identifying the level of teaching practices of English language teachers at the intermediate stage in light of digital literacy skills.
2. To examine the potential significant impact of EFL teachers' academic qualifications on their teaching practices.

3. To examine the potential significant impact of EFL teachers' years of experience on their teaching practices.

Significance of the study:

1. The importance of the topic in the field of English language teaching as it is one of the topics that are compatible with modern trends in English language teaching, and digital literacy.
2. The results of this research may help in identifying the strengths and weaknesses in English language teachers' teaching practices, and it may also help in opening the way for conducting future studies on developing the teaching practices of teachers in light of digital skills.
3. This research contributes to drawing the attention of curriculum designers towards the needs of English language teachers and developing their teaching practices.

Research terminology**Evaluation:**

It is defined as the process of collecting information about the phenomenon under research, then classifying, analyzing, and interpreting it. This is done to be able to judge its suitability in light of the criteria that have been identified in order to provide solutions to avoid apparent shortcomings (Al-Ahmari, 2020). The researchers defined it procedurally as: identifying the strengths and weaknesses in the teaching practices of English language teachers at the intermediate level in the light of digital literacy skills.

Teaching practices:

Teaching practices are viewed as a mean of purposeful educational communication carried out by the teacher to convey information, values, and skills to the student with the aim of making changes in the learner's behavior. Teaching practices should aim at achieving educational outcomes through the activities and tasks practiced between the teacher and the student (Bakhtawi, 2023).

The researchers defined it as the behaviors, actions, methods, techniques, and activities practiced by English language teachers inside or outside the classroom in light of digital literacy skills in order to achieve educational goals. It was measured using a questionnaire designed by the researchers.

Digital literacy skills:

A set of digital knowledge, skills, and attitudes that must be possessed to help in using computers, smartphones, the Internet and its applications, and assists in dealing with the values and ethics of the digital environment (Al-Furaiji, 2023). The researchers defined it as the technical skills that English language teachers possess. Digital literacy skills are represented in the following areas: basic computer skills, digital research and access, evaluation and analysis, digital production and participation, and digital identity. Those skills are supposed to be practiced during the educational process and are measured by the score that English language teachers in the intermediate stage obtain in the questionnaire for evaluating teaching practices in light of digital culture skills.

Literature review**Principles of teaching practices:**

There are many different principles of teaching practices. Teaching practices are a set of steps and activities carried out by the teacher according to a specific order and sequence, linked to the processes of constructing the educational scenario, including formulating questions, and methods for managing them. It includes implementing teaching which contains constructing and managing classroom interactions, preparing for the main idea of the lesson, and directing students to evaluate and develop it. Further, teaching practices are carried out by the teacher through scientific procedures or actual behavior according to the different stages of the lesson plan, with the aim of achieving the identified objectives with high efficiency. In addition, teaching practices consist of a set of different competencies that the teacher must master in order to improve teaching performance. Stating the teacher's teaching practices is considered one of the most important things that help in evaluating his performance, and then work on developing it. Furthermore, teaching practices can be set in the form of behavioral objectives and are placed within the tasks and roles performed by the teacher. These practices can be developed through the use of various training tools and methods (Hanaisha, 2022). Moreover, teaching practices include encouraging contact between students and teachers, developing cooperation between students, encouraging active learning, and respecting diverse ways of learning (Wilson, 1975).

Stages of applying teaching practices:

Planning: This is the first and basic step that the teacher begins with, and through it, the educational process is planned in advance. This is represented by the prior conception of the activities and methods that he will perform, and the use of appropriate devices and tools that help in achieving educational goals (Soalablai & Wilson, 2022).

Implementation: It is represented in all the practices that the teacher implements inside the classroom. It includes all activities, steps, and behaviors that help in achieving the goals. For example, the students' participation and effective communication with the teacher. In addition, in this step, the teacher prepares students' minds for the lesson through asking a set of questions, and do other steps to implement the lesson plan (Hanaisha, 2022).

Evaluation: This is the last step that the teacher takes, which he can through judge the extent of the success of teaching plan in achieving the set objectives. Then, reconsider his method for implementing the steps of the teaching plan if necessary (Hanaisha, 2022).

Digital literacy:**The importance of digital literacy:**

The importance of digital literacy appears in enabling individuals to be able to:

- Learn and be able to keep up with technological developments before using them.
- Verify the accuracy and validity of information and evaluating various sources that are available on the Internet.
- Share accurate information from reliable sources on social media.
- Provide accurate digital content relevant to various fields (Kamel, 2022).

Digital literacy helps facilitate tasks and provide services to beneficiaries with proficiency and high quality (Chetty, 2018). It enhances the effectiveness of the cultural and educational structure and motivates the parties that are concerned with (schools, universities, civil society organizations, other institutions) to contribute in the development of digital literacy and provide appropriate educational opportunities and fields (Sanousi, 2022).

The importance of digital skills can be explained in the following. Digital skills help to eliminate digital illiterate, improve the ability to manage data, communicate and solve problems, and contribute to expanding the scope of virtual training. These skills facilitate access to information and sharing it, which enhances effective participation in

digital communities. Continuous learning via screens also helps individuals acquire new skills better than learning from paper books, which speeds up research and increases the efficiency of accessing information (Abu Zaid, 2022). Further, digital skills also help bridging the knowledge gap between what students are offered in classrooms and their needs and enable students to present their ideas clearly. These skills help teachers to improve their teaching strategies (Roderick,2021).

Dimensions of digital literacy:

There are many different dimensions of digital literacy, and these dimensions can be explained as following: (Abdul Qader, 2021)

1. Cognitive dimension: It includes the digital knowledge, information, concepts and terminologies that individuals should possess.
2. Skill dimension: It includes the digital, performance and practical skills related to digital interaction that individuals should master.
3. Social dimension: It includes the digital experiences related to social outcomes and issues, and the extent of their impact on social customs, traditions, and values.
4. Emotional dimension: It includes the outputs related to the emotional aspect, such as technical awareness and technological tendencies.
5. Ethical dimension: It includes providing individuals with patterns of ethical behavior and its standards when dealing digitally with devices, websites and electronic applications.
6. Decision-making dimension: It means qualifying and training individuals to make decisions when facing any problem related to the digital aspect.

Objectives of digital literacy skills:

- 1-Transforming from an independent computerized information system to a computerized information system on the Internet, which contributes to the rapid electronic and digital exchange of data around the world. It also works to benefit from advanced technologies in the field of communications.
- 2-Moving from traditional management information systems to smart management information systems. This means digital skills can help in using advanced and computerized systems and technologies that include the ability to analyze, think, learn, understand, and deduce what is important from the context of the information produced.

- 3- Moving from batch data processing systems to instant analytical processing systems. This is a qualitative development of traditional batch processing systems that are no longer compatible with the changing that require continuous updating and flow of information production (Muhammad, 2022).
- 4- Working through the Internet: digital skills help to work by linking information systems to important communications technologies such as the Internet. Thus, those skills helps in achieving a wider, more comprehensive and diverse spread (Veronica, 2020).

Studies on Teaching Practices and Skills Development in the 21st Century:

Several studies have addressed the evaluation of teaching practices and the development of educational skills in light of twenty-first century skills. Al-Ruwais's study (2021) focused on evaluating the teaching practices of primary school teachers in Riyadh and showed that the level of teaching practices was average. Further, life and work skills outperformed, while information and communication technology skills came in last place. Another study by Tuazon and Sumadsad (2021) discovered how often 21st-century teaching practices are applied and their link to student performance. The findings stated that critical thinking and collaboration practices were commonly applied and positively impacted students' academic results.

Alhothali (2021) study aimed to explore the extent to which 21st-century skills are incorporated into teacher preparation programs in Saudi Arabia. Results showed that average scores for media and information literacy, critical and systematic thinking, accountability and adaptability, self-direction, and social responsibility were moderate. However, scores for communication skills, problem identification and solution formulation, interpersonal and collaborative skills, creativity, and intellectual curiosity were low.

In a similar context, Al-Qahtani (2022) investigated the extent to which science teachers practiced mind habits related to digital skills. The results stated that mind habits related to information culture were high, while mind habits related to media literacy and information technology were at an average level.

At the applied level, Danial's study (2022) focused on the effectiveness of teaching practices in developing database programming skills among technology teachers in Micronesia. The results showed a significant improvement for teachers Cognitively and performantly.

These studies point to the need to enhance teaching practices and develop digital and educational skills, with a focus on integrating technology and developing effective teaching strategies to keep pace with the demands of the 21st century.

Studies on digital literacy

Several studies have addressed the importance of developing teachers' digital skills and their impact on the educational process. Al-Attar (2021) proposed a model for digital literacy skills based on the needs of student teachers in the College of Education, with the aim of enabling them to perform their professional tasks effectively. The study used the descriptive approach and identified the basic digital needs, and then a proposed model was designed.

In the context of the impact of digital tools, Al-Hazmi and Mawkali (2022) found that the use of the Madrasati platform contributed significantly to the development of digital literacy skills for male and female teachers. However, there were no statistically significant differences attributable to gender or teaching experience.

Al-Zahrani (2022) study, focused on the contributions of digital technology in enhancing the educational process for educational preparation students. The study showed that digital education and learning came in first place in terms of impact, followed by digital knowledge, then scientific research and the digital library, which confirms the role of digital literacy in improving education.

On the other hand, Kokin's study (2022) explored the impact of learning digital skills on self-efficacy and the development of teaching practices for education teachers. The results showed a clear improvement in academic competence, dealing with distance learning tools, and interaction in the learning environment. This result reflects the importance of employing digital skills in teaching university curricula.

In general, these studies emphasize the pivotal role of digital skills in developing the educational process, whether through designing new curricula, using digital platforms, or enhancing teachers' self-efficacy. This supports the need to further integrate digital skills into teacher preparation programs.

Study Methodology

The research used the descriptive approach, which helps in obtaining the greatest possible amount of information about the studied phenomena based on the facts of reality. It helps in collecting data using

research tools by questioning members of the research community or a large sample of them (Al-Mahmoudi, 2019). Descriptive research helps in doing more than just collecting information; it describes, analyzes, measures, evaluates, and interprets information (Al-Sharbiny et al., 2013).

Populatuon and Sample:

The research population included all (101) female intermediate English teachers in the Muhayil Governorate. The research sample consisted of the entire research population.

Research Instrument:

The research instrument consisted of a questionnaire which aimed at evaluating the teaching practices of English language teachers at the intermediate-level in the light of digital literacy skills. The questionnaire consisted of two main sections: First section consisted of the personal variables of the study sample, including academic qualifications, and years of teaching experience. Second section consisted of five questionnaire's dimensions: basic computer skills (8 items), digital research and access (11 items), digital production and participation skills (6 items), analysis and evaluation skills (5 items), and finally, the digital identity (4 items).

The Face Validity of the Questionnaire: The face validity of the study instrument was ensured by presenting it to a panel of 13 expert reviewers specialized in curricula and teaching methods or applied linguistics. Their feedback was taken regarding the clarity of the instrument, the consistency, appropriateness of items for the dimensions, its linguistic correctness, and possibility of the instrument in achieving the study's objectives. Then, modifications based on their feedback was done, and the items were decreased from 37 to 34 items.

Internal Consistency: To verify the internal validity of the questionnaire, Pearson correlation coefficients were used to measure the relationship between each item and the total score of the dimension it belongs to, as well as between each dimension and the total score of the questionnaire. The results were as the following:

Table (1):
Correlation coefficients for each statement of the dimension with its total score of the dimension which it belongs to.

Dimensions	Item	Correlation Coefficient	Item	Correlation Coefficient
Basic Computer Skills	١	**٠,٧٨٦	٥	**٠,٦٤١
	٢	**٠,٦٩٧	٦	**٠,٥٢٧
	٣	**٠,٧١١	٧	**٠,٦٩٤
	٤	**٠,٨٠٩	٨	**٠,٨٠٣
Digital Research and Access	٩	**٠,٧٥٣	١٥	**٠,٦٨٣
	١٠	**٠,٧٥٢	١٦	**٠,٧٨٥
	١١	**٠,٧٢٩	١٧	**٠,٧٦٩
	١٢	**٠,٨٠٢	١٨	**٠,٧٨٤
	١٣	**٠,٧٨٩	١٩	**٠,٧٧٣
	١٤	**٠,٨٣٥		
Analysis and Evaluation	٢٠	**٠,٨٤٣	٢٣	**٠,٨٦٠
	٢١	**٠,٨٨٧	٢٤	**٠,٨٠٩
	٢٢	**٠,٨٨٢	٢٥	**٠,٦٨١
Digital Production and Participation	٢٦	**٠,٤٦٨	٢٩	**٠,٨١٣
	٢٧	**٠,٧٠٩	٣٠	**٠,٨٣٢
	٢٨	**٠,٧٨٨		
Digital Identity	٣١	**٠,٧٨٢	٣٢	**٠,٩٠٣
	٣٣	**٠,٩١٤	٣٤	**٠,٨٧٨

****significant at (0.01)**

Table (1) shows that all correlation coefficients between each item and its respective dimension are positive and statistically significant at the level (0.01).

Table (2)
: Correlation coefficients of each dimension with the total score of the questionnaire

Dimensions	Correlation Coefficient
Basic Computer Skills	**٠,٩٢٤
Digital Research and Access	**٠,٩٦٥
Analysis and Evaluation	**٠,٩١٩
Digital Production and Participation	**٠,٩٠٢
Digital Identity	**٠,٨٨١

****significant at (0.01)**

Table (2) shows the correlation coefficients of each dimension with the total score of the questionnaire. All of them are positive and statistically significant at the level (0.01). This indicates that all the items in the questionnaire are valid and measure the objective that was designed for.

Reliability of the Questionnaire:

To verify the reliability of the questionnaire, the Cronbach's alpha was calculated for the dimensions of the questionnaire. The results were as follows:

Table (3):
Reliability coefficients for the questionnaire dimension

Dimensions	Cronbach's alpha
Basic Computer Skills	٠,٨٥٣
Digital Research and Access	٠,٩٢٨
Analysis and Evaluation	٠,٩٠٧
Digital Production and Participation	٠,٧٧٤
Digital Identity	٠,٨٩٠
Total	٠,٩٧٠

Table (3) shows the score of Cronbach's alpha coefficients for the dimensions of the questionnaire, and confirms that the questionnaire has a high level of reliability (0.97).

Research Results

This research aimed to examine the level of teaching practices of English language teachers in the intermediate stage in light of digital literacy skills. It purposed to reveal the presence of statistically significant differences in the level of teaching practices in light of digital literacy in regard to some variables (academic qualification and years of service). A survey was distributed to the participants, and thier responses were analyzed using Statistical Package for the Social Sciences (SPSS).

Results of the first research question:

The data from the questionnaire was analyzed to answer the first question which states: What is the level of teaching practices of English language teachers at the middle school level in light of digital literacy skills? The results are shown in the following table:

Table (4):
The means and standard deviations of the participants' responses regarding the teaching practices of ELT at the middle school level in light of digital literacy skills.

Dimensions	Mean	Standard Deviation	Level of Practice	Ranking
Digital Identity	٤,١٥	٠,٧٨٧	High	١
Digital Production and Participation	٤,١١	٠,٦٧٦	High	٢
Digital Research and Access	٤,٠٥	٠,٦٩٨	High	٣
Basic Computer Skills	٤,٠٣	٠,٦٦٥	High	٤
Analysis and Evaluation	٣,٩٦	٠,٨٠٣	High	٥
Total Digital Literacy skills	٤,٠٥	٠,٦٦٢	High	

Table (4) shows that English language teachers at the middle school level scored high in all dimensions of the teaching practices in light of digital literacy skills. The dimension of "Digital Identity" had the highest score of 4.15, followed by the dimension of "Digital Production and Participation" with a mean score of 4.11. Then, "Digital Research and Access" dimension was followed with a mean score of 4.05. After that, "Basic Computer Skills" with a mean score of 4.03. Finally, "Analysis and Evaluation" dimension with a mean score of 3.96. The table also shows that the overall average score for all dimensions was 4.05, indicating a high level of practices. This means that the level of teaching practices of English language teachers at the middle school level in light of digital literacy skills is high.

This result aligns with the findings of the study by Al-Hazmi and Moukli (2022), which showed that the "Madrasati" platform had a significant impact on developing digital literacy skills for English language teachers. However, it differs from the findings of the study by Al-Zahrani (2019), which indicated that the teaching practices of mathematics teachers in light of 21st-century skills were generally at a moderate level, with some practices tending to be weak.

The researchers attribute the high result in the current study to the increasing focus on developing teaching practices related to 21st-century skills in general, and digital skills in particular, in the Kingdom of Saudi Arabia. Teacher preparation programs aim to equip teachers with the necessary skills to keep up with the developments in the educational process, improving the level of teaching practices and enhancing teachers' abilities to use technology and modern tools associated with the teaching and learning processes (Al-Mutairi & Al-Rubaie, 2022). Additionally, these practices provide the opportunity to access knowledge, meet the diverse needs of students, and develop their skills. This is in line with what Abu Zaid (2022) emphasized, highlighting the importance of digital skills as a requirement of all the times and their role in developing the practical skills of students and teachers. This is through facilitating work organization methods and enabling fast and efficient access to information and data anytime and anywhere.

Here is a detailed explanation of the level of teaching practices of English language teachers at the middle school in light of digital literacy skills:

A. Basic Computer Skills:

The results are shown in the following table:

Table (5): The means and standard deviations of the participants' responses regarding the level of teaching practices of ELT at the middle school level in light of basic computer skills.

No .	Item	Means	Standard Deviation	Level of Practice	Ranking
٦	I use presentation, such as PowerPoint, while explaining lessons.	٤,٦٢	٠,٦٤٦	Very High	١
٤	I develop the basic research skills for students by utilizing the internet to learn English.	٤,٢٣	٠,٨٧٠	Very High	٢
٣	I use varied digital tools suitable for teaching basic English language skills.	٤,١٥	٠,٧١٣	High	٣
٥	I assign the students tasks of organizing and storing electronic files related to the English language Subject.	٤,٠٧	٠,٩١٩	High	٤
٧	I distinguish between hardware, software, and how their function.	٤,٠٢	٠,٩٢٧	High	٥
٢	I explain lessons using diverse techniques that help me identify the appropriate technology for each English language skill.	٤,٠١	٠,٧٨١	High	٦
١	I train students on how to operate the computer.	٣,٨٣	١,٠٩٦	High	٧
٨	I receive adequate training in using digital tools in teaching English language.	٣,٢٩	١,٤١٠	Intermediate	٨
	Overall Average	٤,٠٣	٠,٦٦٥	High	

Table (5) shows that the mean scores for the teaching practices of English language teachers at the middle school level in light of basic computer skills ranged between (3.29 – 4.62). The two items numbered (6 and 4) received very high practice scores. The highest is item (# 6), which states: "I use presentation tools to explain lessons, such as PowerPoint." This item received the highest mean score with 4.62. The remaining items received high practice scores, except item (# 8), which states: "I receive adequate training in using digital tools used in teaching English language." It received the lowest mean score with (3.29), indicating an intermediate level of practice. The results also show that the overall mean score of all items was (4.03), indicating a high level of practice. This means that the level of teaching practices of English language teachers at the middle school in light of basic computer skills was high.

This result aligns with the findings of the study by Hamadneh and Al-Ghasab (2018), which showed that English language teachers had a high level of practice in e-learning skills, indicating a high level of computer skills. It also agrees with the study by Al-Hazmi and Moukli (2022), which demonstrated high skills in information and communication technology literacy. Similarly, the study by Kokin (2022) revealed a high level of self-efficacy among teachers in the area of handling distance learning tools, indicating a high level of proficiency in basic computer skills. However, the results differed from those of the study by Al- Ruwais (2021), which found that the level of teaching practices of early grade teachers in Riyadh, in light of 21st-century skills, was generally intermediate.

The researchers attribute this result to the fact that technology and educational technology have become essential tools in the educational process to achieve its goals and facilitate proper learning for students by creating a stimulating and supportive learning environment. Consequently, teaching practices should focus on basic computer skills that support student learning (Gashoot, 2023). This is further supported by Al-Attar (2021), who emphasizes the importance of mastering these skills for English language teachers. Basic computer skills, such as using digital devices, handling them properly, understanding their functions, and identifying the appropriate technological tools (such as word processors and presentation software) for the educational goal, make the learning process more efficient and engaging for students.

B. Digital Research and Access:

The results are shown in the following table:

Table (6):

The means and standard deviations of the participants' responses regarding the level of teaching practices of ELT at the middle school level in light of digital research and access.

No.	Item	Means	Standard Deviation	Level of Practice	Ranking
١٣	I direct the students to educational websites that enhance their English language learning.	٤,٢٦	٠,٩٢٤	Very High	١
١٦	I guide the students to distinguished digital content to stimulate their understanding of English culture.	٤,٢٤	٠,٨٠٢	Very High	٢
١٢	I encourage the students to use technology when they have to search for information and references.	٤,٢٢	٠,٧٨٢	Very High	٣
١٨	I use certain applications suitable for the student's level to conduct classroom activities.	٤,١٨	٠,٧٩٢	High	٤
١٧	I assign the students a set of activities that require using technology to develop their language skills.	٤,١٥	٠,٩٤٢	High	٥
١٩	I diversify the use of digital literacy elements—such as digital access and digital communications, among others—when designing English	٤,١١	٠,٨١١	High	٦

No.	Item	Means	Standard Deviation	Level of Practice	Ranking
	lessons to make them more engaging.				
١٤	I train students on how to find reliable sources.	٤,٠٢	٠,٩٣٨	High	٧
١٠	I direct them to ensure the accuracy of scientific and electronic information.	٣,٩٦	٠,٩٥٨	High	٨
١٥	I encourage students to use English in digital communication with peers or the teacher via social media.	٣,٩٦	٠,٩٨٩	High	٩
٩	I implement instructional activities that develop their skills in gathering information from various digital sources.	٣,٨٦	٠,٩٤٩	High	١٠
١١	I ensure that the students diversify their digital sources when collecting information.	٣,٥٨	١,١٢٥	High	١١
	Overall Average	٤,٠٥	٠,٦٩٨	High	

Table (6) shows that the mean scores for the teaching practices of English language teachers at the middle school level in light of digital research and access ranged between (3.58 – 4.26). Items number (13, 16, and 12) received very high practice scores, with item number (13) having the highest mean score of 4.26. This item states: "I direct students to educational websites that enhance their learning of English." The remaining items received high practice scores, with item number (11) having the lowest mean score of 3.58. This item states: "I ensure that students diversify their digital sources when gathering information." The result also shows that the overall mean score for all items was 4.05, indicating a high level of teaching practices in the light of digital research and access.

This result supports the findings of some previous studies, including the study by Al-Zahrani (2022), which showed that the

dimensions of scientific research and the use of digital libraries among educational preparation students at the Islamic University scored high. This could be attributed to the fact that the teaching practices applied in schools, in general, align with educational developments and focus on developing self-learning skills, particularly in researching and accessing information through keywords and selecting reliable digital sources. The student is now the focal point of the educational process, and his role has shifted from being a passive recipient of information to an active researcher, participating in the design and preparation of classroom activities. As a result, the teachers' practices align with this approach, which enhances the student's positive role in the learning process. This is consistent with what Soeprijanto (2022) pointed out.

C. Evaluation and Analysis:

The results are shown in the following table:

Table (7):

The means and standard deviations of the sample' responses regarding the level of teaching practices of ELT at the middle school in light of evaluation and analysis.

N O	Statement	Mean Scores	Standard Deviation s	Practice Level	Ranking
٢٠	I apply new technologies that contribute to teaching English Language.	٠,٨٨٢	٤,١١	High	١
٢١	I seek to connect between the old and new knowledge for students by using educational applications and software	٠,٨٤٦	٤,٠٦	High	٢
٢٥	I use digital assessment methods to measure the progress of the female students in their English language skills.	٠,٩٢١	٤,٠٥	High	٣
٢٢	I explain to students about research methods to use for an accurate and reliable information.	٠,٩٨١	٣,٨٣	High	٤
٢٤	I encourage students to evaluate the information they have obtained from the internet before adopting it in their assignments.	٠,٩٨٠	٣,٧٩	High	٥
٢٣	I encourage students to analyze the information available on digital sources before using it.	١,٠٥٧	٣,٧٣	High	٦

N O	Statement	Mean Scores	Standard Deviation s	Practice Level	Ranking
	Overall Average	3.96	0.83	High	

Table (7) shows that the mean scores of the teaching practices of English language teachers at the middle school level regarding evaluation and analysis skills ranged between (3.73 – 4.11). All scores indicate high levels of practice. The item number (20), which states: "I apply new technologies that contribute to teaching English Language," was the highest mean score. On the other hand, item number (23), which states: "I encourage students to analyze the information available on digital sources before using it," received the lowest mean score of (3.73).

Furthermore, the results from the table shows that the overall average score for all items was 3.96, indicating a high level of practice. This means that the level of teaching practices of English language teachers at the middle school level regarding evaluation and analysis was high.

This result differs from the findings of Kipper's study (2022). It concluded that the practices of primary school teachers in the Department of Education in São Luís, Brazil, regarding digital skills assessment methods were at a medium level. This may be due to a lack of motivation and incentives to promote the use of technological skills. In contrast, in Saudi Arabia, the Ministry of Education places great emphasis on the digital skills of teachers and offers continuous training programs and rewards for excellence. Al-Qahtani study (2022) proved its effectiveness and positively impacted their practices.

The results could be attributed to the importance of assessment and analysis processes regarding obtaining information from digital sources, as these sources contain vast amounts of information, requiring both teachers and students to have the ability to evaluate and analyze this information to reach the desired outcomes. Additionally, using technology in education necessitates teachers having the necessary skills to assess student performance when conducting activities or tests designed using technological tools.

D. Digital Production and Participation:

The results are shown in the following table:

Table (8)

: Mean averages and standard deviations of participants' responses regarding the level of teaching practices of ELT at the middle school regarding digital production and participation.

No.	Item	Mean Scores	Standard Deviations	Practice Level	Serial
٢٦	I use e-learning platforms such as (Madrasati, Teams, and Google Classroom) in teaching.	٤,٥٧	٠,٥٣٦	Very High	١
٢٨	I use educational games like Scrabble and Word Wall to explain lessons and motivate students to learn.	٤,٣٦	٠,٧٨٢	Very High	٢
٢٩	I encourage students to use social media safely.	٤,١٤	٠,٩١٧	High	٣
٢٧	use digital educational apps like BBC English, Hello English, and Fluent U to enhance students' understanding of the English language.	٣,٨٥	١,٠٣٣	High	٤
٣٠	I motivate students to participate in online discussions to exchange opinions and ideas.	٣,٦٥	١,٢٤٤	High	٥
	Overall Average	٤,١١	٠,٦٧٦	High	

Table (8) shows that the mean scores for the teaching practices of English language teachers at the middle school, in terms of digital production and participation, ranged from (3.65 – 4.57). The items numbered (26 and 28) received very high scores. The item number (26),

which states: “I use e-learning platforms such as (Madrasati, Teams, and Google Classroom) in teaching, got the highest mean score of (4.57).” Further, all the other items received high practice scores. The lowest score was for the item number (30), which states: “I encourage students to participate in online discussions to exchange opinions and ideas,” with a (3.65). The table also shows that the overall average score for all items was (4.11), indicating a high level of teaching practices. This result indicated that the teaching practices of English language teachers at middle school, regarding digital production and participation, are of a high standard.

This result aligns with the findings of Al-Zahrani (2022), who concluded that the teaching and learning by technological tools dimension received a high rating. Having a high score could be attributed to the important role of teachers in sharing knowledge, lessons, and various information with students via modern technological tools, whether educational or social media platforms. This process significantly enhances students' learning by improving the learning process and fostering positive interaction and engagement among a variety of educational tools. These tools help to make learning more interesting and engaging. Technology helps simplify many tasks and encourages its application in a more enjoyable and effective way compared to traditional methods.

E. Digital identity:

The results are as shown in the following table:

Table (9):

Mean scores and standard deviations of the sample responses regarding the teaching practices of ELT at the middle school in light of digital identity.

No.	Item	Mean Scores	Standard Deviations	Practice Level	Ranking
٣٣	I introduce students to the culture of online interactions and the importance of protecting their personal data privacy.	٤,٢١	٠,٨٥٢	very high	١
٣١	I integrate digital tools into teaching in an effective and safe manner.	٤,٢٠	٠,٧٨٨	very high	٢
٣٢	I adhere to ethical standards that make my students' technical behavior socially acceptable.	٤,١٥	٠,٩٢١	high	٣
٣٤	I introduce students to the correct ways of interacting when communicating with strangers.	٤,٠٦	١,٠٤٧	high	٤
	Overall Average	٤,١٥	٠,٧٨٧	high	

The result from the table shows that the mean scores for the teaching practices of English language teachers at the middle school in light of digital identity ranged from (4.06 – 4.21). The items numbered (33 and 31) received very high practice scores. Item number (33), which states: “I introduce students to the culture of online interactions and the importance of protecting their personal data privacy,” have the highest mean score of (4.21). In contrast, item number (34), which states: “I introduce students to the correct ways of interacting when communicating with strangers,” received the lowest mean score of (4.06). The result also shows that the overall mean score for all items was (4.15), indicating a high level of teaching practices. This indicates that the teaching practices

of English language teachers at the intermediate stage in light of digital identity were at a high level.

This result aligns with the findings of Al-Zahrani (2022), which showed that the digital knowledge level among education students at the Islamic University was high. Similarly, the study by Al-Furaiji (2023) found that physics teachers in Karakh, Baghdad worked on developing information cultural skills. This could be due to the important role of teachers in guiding students to the correct ways to interact with various technologies, especially with the increasing reliance on these technologies particularly social media. This contributes to the development of digital skills related to possessing the correct digital identity among students.

Results of the second question:

The second research question was: Is there any potential significant impact of EFL teachers' academic qualifications on their teaching practices?

To answer this question, the Mann-Whitney U test was used. The results are as follows:

Table (10):

Results of the Mann-Whitney test to determine the significant differences in the level of teaching practices of ELT in light of digital literacy skills regarding academic qualifications.

Dimensions	Academic Qualification	No.	(Z) Value	Mean of Ranks	Sum Ranks of	Mann-Whitney U Value	(Z) Value	Significance Level
Basic Computer Skills	Bachelor	90	0.886-	51.60	49.6,00	223,000	0.886-	0.376
	Master's degree	6		40.70	244,00			
Digital Research and Access	Bachelor	90	0.374-	51.27	4871,00	209,000	0.374-	0.708
	Master's degree	6		46.67	280,00			
Analysis and Evaluation	Bachelor	90	0.232-	51.17	4861,00	269,000	0.232-	0.816
	Master's degree	6		48.33	290,00			
Digital Production and Participation	Bachelor	90	1.139-	50.17	4766,00	206,000	1.139-	0.200
	Master's degree	6		64.08	384,00			
Digital Identity	Bachelor	90	0.072-	51.41	4884,00	246,000	0.072-	0.067
	Master's degree	6		44.00	267,00			
Total Digital literacy skills	Bachelor	90	0.390-	51.29	4872,00	207,000	0.390-	0.693
	Master's degree	6		46.42	278,00			

As shown in table (10), the values of statistical significance levels for all the dimensions are greater than (0.05). That means there are no statistically significant differences at the 0.05 significance level in the teaching practices of English language teachers at the middle school in light of digital literacy skills, attributed to academic qualification. This indicates that the level of teaching practices of English language teachers related to digital literacy skills is similar among teachers, regardless of their academic qualifications.

This Result is similar to the findings of Al-Khatib's study (2023), where there were no differences regarding different academic qualification. This result could be due to the digital revolution that emerged in various fields of life, including education. It leads to the development of motivation and enthusiasm among English language

teachers to participate in training courses on how to use digital tools and technological innovations in teaching, regardless of their academic qualifications. This has made them more eager to learn how to utilize digital tools in language teaching, considering it as one of the essential life skills. This, in turn, affects the level of skills possessed by teachers and how they apply them in their teaching practices to meet the needs of the lessons and students. At the same time, it helps them acquire skills related to teaching as well as skills relevant to daily life.

Results of the third question

The third question was: Is there any potential significant impact of EFL teachers' years of experience on their teaching practices? *The Kruskal-Wallis test is used to answer this question. The results are as follows:*

Table (11):

Results of the Kruskal-Wallis Test for the Significance of differences in the teaching practices of ELT at the middle school in light of digital literacy skills regarding years of experience

Dimentions	Years experience of	Num ber	Mea n of Ran ks	Krusk al- Wallis	Degre es of Freed om	Significa nce Level
Basic Computer Skills	Less than 5	٤٩	٣٦, ٨٤	٢٤,١٦ ٢	٢	٠,٠٠٠
	From 5 to 10	٢٢	٥٨, ٠٠			
	More than 11	٣٠	٦٩, ٠٠			
Digital Research and Access	Less than 5	٤٩	٣٨, ٠٨	١٨,٦٦ ١	٢	٠,٠٠٠
	From 5 to 10	٢٢	٦١, ٩١			
	More than 11	٣٠	٦٤, ١٠			
Analysis and Evaluation	Less than 5	٤٩	٣٩, ٧٦	١٨,٦٤ ٣	٢	٠,٠٠٠
	From 5 to 10	٢٢	٥١, ٨٢			
	More than 11	٣٠	٦٨, ٧٧			
Digital Production and Participation	Less than 5	٤٩	٣٧, ١٩	٢١,٦٩ ٥	٢	٠,٠٠٠
	From 5 to 10	٢٢	٦٢, ٣٠			
	More than 11	٣٠	٦٥, ٢٧			
Digital Identity	Less than 5	٤٩	٣٧, ١٩	٢٢,١١	٢	٠,٠٠٠

			٤٣	٧		
	From 5 to 10	٢٢	٥٩, ٥٥			
	More than 11	٣٠	٦٦, ٩٠			
Total Digital literacy Skills	Less than 5	٤٩	٣٥, ٨٢	٢٦,٣١ ٧	٢	٠,٠٠٠
	From 5 to 10	٢٢	٦١, ٢٥			
	More than 11		٦٨, ٢٨	٣٠		

It is clear from Table (11) that the values of statistical significance levels are less than (0.05) in all dimensions. That means there are statistically significant differences at the (0.05) level in the teaching practices of English language teachers at the middle school level in light of digital literacy skills attributed to years of experience. The mean ranks increase with the number of years of experience, indicating that the levels of teaching practices of English language teachers at the middle school level in light of digital literacy skills increase as their years of experience increase.

This result differs from the findings of Al-Khatib's study (2023), which indicated that there were no differences in the domains of digital literacy attributed to the variable of years of experience. Moreover, it differs from Al-Zahrani's study (2019), which concluded that there were no statistically significant differences at the $(0.05 \geq \alpha)$ level between the participants in their assessments across all study domains attributed to the variables of years of experience. This study also differs from the study by Al-Hazmi and Moukli (2022), which showed no statistically significant differences attributed to years of experience. The reason is because Al-Hazmi's study assessed the impact of the "Madrasati" platform, a new thing for all teachers, whether they have little or extensive teaching experience. That means all teachers are equal.

The results could be attributed to the fact that increased practice enhances the teachers' exposure to various experiences and the level of skills and competencies they acquire in dealing with students and utilizing various tools, methods, strategies, and educational tools. Furthermore, years of experience leads to more pedagogical training and achieving higher training hours contributing to improve the teaching practices of English language teachers at the middle school level in light of digital literacy skills. In addition, the impact of changes in professional development policies and continuous improvement of education programs over time cannot be overlooked. These advancement may have significantly enhanced digital competencies, making years of experience more influential factor in digital proficiency compared to previous studies.

Conclusion

The current study concluded a set of results:

1. The level of teaching practices of English language teachers at the middle school level in the light of digital literacy skills was high across the five dimensions: basic computing skills, digital search and access, assessment and analysis, digital production and participation, and digital identity.
2. No statistically significant differences at the (0.05) significance level in the teaching practices of English language teachers at the middle school level in the light of digital literacy skills regarding the academic qualification were found.
3. Statistically significant differences were found at the (0.05) significance level in the teaching practices of English language teachers at the middle school level in light of digital literacy skills attributed to the years of experience, with the advantage being for teachers with 11 or more years of experience.

Research

Based on the results obtained from the current study, a set of recommendations are provided as the following:

1. The necessity of Continuously developing the teaching practices of English language teachers at the middle school in alignment with educational advancements and technological developments.
2. Providing training courses in digital literacy skills for middle school English language teachers to enhance their skills and contribute to the improvement of English language teaching.

Recommendations:

3. Organizing workshops and seminars to promote teachers' orientations toward technology innovations and the use of technology in the teaching process. This should help in achieving the objectives of the English curriculum for middle school.
4. Benefiting from teachers' expertise by encouraging knowledge exchange between them through professional learning communities' meetings that develop teaching practices in the light of digital literacy skills.

Suggestions for Further Research:

1. Conducting an in-depth field study to disclose the challenges affecting teaching practices related to digital literacy skills and explore solutions to overcome them.
2. Carrying out a field study to examine the role of school administration and educational supervision in developing teaching practices associated with digital literacy skills.
3. Conducting a study to examine the impact of digital skills-based training programs on developing the teaching practices of English language teachers.
4. A study on the analysis of the relationship between teachers' digital literacy levels and students' academic performance in English.
5. A study exploring the challenges facing English language teachers in integrating digital skills into their teaching.

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