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Digital Literacy: A Paramount Element in Modern Education

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Abstract :
Digital literacy has become an essential component of modern education, particularly in teaching English as a foreign language. As technology continues to evolve, the use of digital tools and resources in language learning has become increasingly popular, allowing for more engaging and interactive language instruction. Digital literacy encompasses a range of skills, including the ability to use digital tools effectively and efficiently, critically evaluate digital information, and communicate using digital technologies. Digital literacy enables students to acquire new language skills and to interact with authentic language resources, both of which are critical for language learning. Digital tools such as social media, online videos, and mobile apps can provide students with a wealth of authentic language input, allowing them to develop their listening and reading skills in real-world contexts. Additionally, digital resources can provide students with opportunities to practice their writing and speaking skills, such as through online discussion forums or video chats. In this paper, we will discuss the importance of digital literacy in teaching modern languages and examine research on this topic, as well as and the impact of digital literacy on language learning outcomes.

Keywords: *digitalisation, modern tools, education, innovation.*

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1. Introduction

Digital literacy has moved from an optional enrichment to a defining competence of modern education. In language education in particular, the digital turn has altered what learners can access, what tasks they can attempt, and the kinds of identities they can perform while learning another language. As the abstract to this paper suggests, the power of digital technologies is not merely that they place a dictionary, a reader, or a video channel in the hands of learners. The transformation is epistemic and social. It changes how learners find information, how they evaluate it, how they compose with it, and with whom they interact while doing so. These are precisely the terrain of digital literacy.

This argument has a history. Early in the popularization of the term, Paul Gilster framed digital literacy as a special kind of mindset rather than a list of keystrokes or functions. In his succinct formulation, digital literacy is about "mastering ideas, not keystrokes" (Gilster, 1997, p. 1). That distinction remains instructive for contemporary educators. The proliferation of platforms and apps makes it unrealistic to train students on every possible interface. What is durable is the capacity to reason with digital texts, tools, and audiences.

In the context of EFL, recent research underscores this pivot from mere mechanics to living practices: "The information we deliver as teachers of a foreign language cannot and must not be restricted to traditional structures of grammar, vocabulary and so on. We need to stay connected to an entire apparatus of updated cultural and informational references" (Lăpădat & Lăpădat, 2020, p. 139). In the same vein, they argue that "a foreign language should be perceived more along the lines of a living organism, constantly expanding, constantly adapting" (Lăpădat & Lăpădat, 2020, p. 139), a framing that dovetails with the ethos of digital literacy.

To support this claim, the paper synthesizes conceptual treatments of digital literacy, reviews research on language learning outcomes associated with digital practices, and examines pragmatic considerations for integrating digital literacy into language curricula. Across these discussions, the paper weaves short, verifiable quotations from the scholarly record to keep the analysis anchored in the field's own terms. The overall objective is not to promote technology for its own sake. It is to clarify how teaching for digital literacy enables learners to acquire language, to interact with authentic resources, and to communicate responsibly in networked environments.

At the same time, digital literacy is not an abstract slogan detached from classroom constraints. It is intimately bound up with access to devices and networks, institutional policy, teacher workload, and the daily rhythms of learners' lives. A student who commutes long distances may depend on a phone for micro learning moments, whereas another with a quiet home computer setup may prefer extended desktop sessions. A teacher in a low bandwidth setting might prioritize offline first workflows and lightweight formats. The concept therefore needs to be articulated in ways that travel across contexts while remaining teachable within real constraints.

2. Defining and scoping digital literacy

The literature offers complementary lenses on what digital literacy is and why it matters. A widely cited early articulation comes from Gilster's attempt to separate concepts from commands. His emphasis on "mastering ideas" (1997, p. 1) points to dispositions and reasoning practices that travel across platforms. Building on this, Lankshear and Knobel describe digital literacies as "shorthand for the myriad social

practices" that people enact with digital tools (Lankshear & Knobel, 2008, p. 5) and argue that the plural form is essential because literacies are enacted within communities, not isolated inside individuals. This shift from individual skill to social practice situates digital literacy firmly in the communicative and cultural life of classrooms. As noted, "Availability is now, virtually, an around the clock concept" (Lăpădat & Lăpădat, 2020, p. 140), a reminder that literacies must travel with learners across places, times, and devices.

Eshet Alkalai's conceptual framework adds granularity to these practices by naming the kinds of skills learners deploy in digital settings. Digital literacy, he writes, "includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments" (Eshet Alkalai, 2004, p. 93). These strands often overlap in authentic classroom tasks and assessments meaningfully too.

A pragmatic articulation for teachers comes from Hockly's concise account of literacies that matter in language classrooms. She highlights, among others, hypertext literacy, which "includes not just knowing when to ignore hyperlinks in the text so as not to lose the thread, but also knowing how many hyperlinks to include in one's own text, in the interests of readability and credibility" (Hockly, 2012, p. 110). Here, micro decisions about attention and design are treated as teachable skills. That framing gives teachers a concrete foothold for lesson planning, since it translates an abstract capacity into observable behaviors.

If the conceptual accounts converge on practice, the technological ecology keeps shifting. Godwin Jones observes that mobile learning is familiar in concept yet newly energized by device capabilities and cultural uptake. "Mobile learning (often 'm learning') is in itself not new, but new devices with enhanced capabilities have dramatically increased the interest level, including among language educators" (Godwin Jones, 2011, p. 2). The remark is less a celebration of novelty than a reminder that the literacies remain valuable even when tools evolve. What learners need is not mastery of a brand name or a particular interface. They need transferrable strategies for searching, evaluating, organizing, producing, and participating.

An inclusive way to reconcile these perspectives is to see digital literacy as both a set of transferable competencies and a set of situated practices. Transferable competencies allow learners who change schools, tools, or platforms to reconstitute their routines without starting again from zero. Situated practices acknowledge that the same competency looks different in different places. Evaluating a source on a collaborative encyclopedia calls for different cues from evaluating a live stream, a comment thread, or a short video. The outcome is a flexible curriculum that can survive platform churn while honoring local contexts.

Another helpful distinction is between learning about technologies and learning with technologies. The former risks narrowing digital literacy to the mechanics of a specific program or device. The latter treats technologies as resources for inquiry, communication, collaboration, and creation. When courses take the second route, students do not merely learn to operate tools. They practice the critical and creative moves that travel across tools. They search, compare, and triangulate. They design and test the placement of hyperlinks. They attribute images correctly and compose captions that add rather than repeat meaning. They monitor tone when entering unfamiliar communities. These practices keep the focus on language and meaning.

In this view, digital literacy intersects with language awareness. The lexis of the web is full of stance markers, hedges, emojis, hashtags, and hyperlinks that do communicative work. The grammar of interaction varies by platform and community. Teachers can demystify these features by treating them as objects of analysis. That makes language classes a natural home for digital literacy, not an unnatural add on.

3. Digital literacy, authenticity, and outcomes in language learning

One of the most compelling reasons to foreground digital literacy in language education is the quality and authenticity of input and interaction it makes available. Online video, podcasts, streaming radio, fan communities, and social media feeds give learners immediate access to language as it is used by diverse communities. As Reinhardt summarizes in his state of the art review, social media can "afford the development of intercultural, sociopragmatic, and audience awareness" as well as particular literacies tied to genres and platforms (Reinhardt, 2019, p. 1). Such affordances complement long standing classroom routines by widening the range of voices and situations that students can encounter. From a proficiency perspective, "Fluency in speaking is often considered the ultimate goal in foreign language acquisition" (Lăpădat, Păunescu, & Lăpădat, 2024, p. 203), a goal that digital participation serves by widening both input and interaction.

When learners engage with authentic resources, digital literacy helps them calibrate credibility and purpose. Information literacy comes to the fore when students evaluate the reliability of a trending post, a user generated dictionary entry, or a news video subtitled by fans. Hypertext literacy supports sustained reading in the presence of links designed to distract or monetize attention. Socio emotional literacy becomes salient when learners inhabit comment threads and forums, where the conventions of humor, irony, and politeness may differ from classroom norms. Each of these literacies can be broken into teachable routines, such as lateral reading, source triangulation, and link purpose statements.

Beyond input, digital literacy expands possibilities for output and identity work. Because learners can publish and interact with an audience beyond the instructor, the stakes of clarity, evidence, and tone are higher and more authentic. Pegrum captures the lived experience of networked participation with the pithy formulation "I link, therefore I am," a phrase that foregrounds the centrality of connection in contemporary meaning making (Pegrum, 2010, p. 1). In language classes, linking is not only technical. It is rhetorical and social. Students learn to connect their claims to sources, their posts to prior threads, and their projects to community needs.

Research on computer mediated intercultural exchange underscores these links between participation and development. Thorne, Black, and Sykes argue for attention to "uses of technology that extend into the interstitial spaces between instructed L2 contexts and entirely out of school non institutional realms of freely chosen digital engagement" (2009, p. 803). Their point is not that classrooms should mimic every vernacular practice, but that classroom activity can connect to vernacular ones in principled ways. When teachers design "bridging activities," learners can analyze vernacular genres, participate under guidance, and then reflect on what they learned about language, culture, and themselves.

A recurrent concern amid this promise is whether digital tasks translate into measurable learning outcomes. Evidence suggests that platform choice and task design shape how efficiently learners work, but that the presence of digital tools per se is not a guarantee. Stockwell's controlled comparisons of mobile and desktop vocabulary

activities, for example, found that many learners favored desktop completion and often required more time on mobile devices for similar tasks (2010). The message for pedagogy is practical. Assignments should be matched to devices that suit them. Short, focused tasks fit phones better than long form writing, and voice based or image based tasks can capitalize on sensors rather than fight the keyboard.

Taken together, this research base indicates that digital literacy is not a decorative add on to language curricula. It is a prerequisite for participating in the contemporary communicative environments where language use, cultural reference, and identity are co constructed. In practical terms, that suggests instructional sequences in which students move from guided exploration of digital genres to analysis and then to production and participation. It also suggests assessment practices that value not only linguistic accuracy but also the literate moves that make digital communication effective and ethical.

The possibility of authentic participation brings with it meaningful accountability. When students know there is an audience for their work, they often revise for clarity, tone, and evidence more attentively. Audience awareness is not a given. It can be cultivated through cycles of noticing and feedback. Students can analyze how experienced participants on a platform manage face and stance, how they attribute sources, and how they use multimodal cues to signal humor or seriousness. Then they can try these moves, receive feedback from peers and the teacher, and revise.

Another benefit lies in the way digital genres can bridge school knowledge with everyday knowledge. A learner who writes a tutorial thread in the target language about a game mechanic must mobilize procedural language, sequence markers, and evaluative language. A learner who summarizes a local news story for a diaspora community must manage register and culturally sensitive framing. These enterprises go beyond drill. They require critical sourcing, careful design, and a theory of audience response, all of which are aspects of digital literacy.

Of course, there are hazards. Not all online discourse rewards patience, nuance, or accuracy. Exposure without guidance can produce cynicism rather than discernment. This is one reason to make critical evaluation explicit and routine. Short cycles of claim checking and lateral reading can be integrated into weekly coursework. In addition, classrooms can use platform features to protect novices. Private or unlisted channels, moderated forums, and pseudonymous accounts can provide authentic practice while minimizing risk. As students become more confident, they can move toward public participation with clear protocols for safety and support.

The research record on outcomes reflects this mix of promise and constraint. Studies of mobile learning have repeatedly shown that the micro nature of devices makes some tasks unwieldy, particularly those requiring extended text entry. That finding does not refute mobile learning. It delineates where mobile excels, such as spaced retrieval, audio or image capture, location aware scavenger hunts, and reflective voice notes. Similarly, work on telecollaboration emphasizes that partnership structure matters. Partners need common goals, clear timelines, and explicit norms for feedback. When these elements are present, intercultural dialogue can be productive even across differences in proficiency or institutional calendars.

Finally, the most persuasive outcome evidence may be longitudinal. When courses cultivate literacies across time, learners become more efficient at the invisible work of digital participation. They spend less time wandering down unproductive link paths. They develop checklists for credibility. They write with cohesion in multimodal formats. They manage tone in asynchronous threads. These kinds of gains are sometimes

hard to detect in one off experiments but are plain to teachers who build programs around sustained participation.

4. Platforms and practices that cultivate digital literacy in EFL

The integration of digital literacy in EFL classrooms is most effective when it is anchored in practices rather than in particular tools. This section sketches a set of activity patterns that align with the literature, each of which can be adapted to diverse contexts and proficiency levels. First, hypertext reading workshops translate Hockly's insight about attention into a concrete routine. Students receive two articles on the same topic, one with few links and one dense with links. They are asked to read each in a fixed time and to annotate the rhetorical function of links they choose to follow. A debrief then focuses on which links aided understanding, which distracted, and why. This routine demystifies the design of web texts and trains learners to make intentional choices about navigation and attention.

Second, information triage tasks develop critical evaluation. Using real time news aggregators or social platforms, students collect competing accounts of a single event. Working in groups, they establish criteria for credibility and bias, annotate claims with supporting evidence, and draft a short synthesis that links to sources. A reflective component asks students to explain why certain sources were considered more reliable and how the platform's algorithms may have shaped what they saw. This work connects directly to information literacy and to civic education.

Third, participatory genre projects leverage the social web's affordances. Following Reinhardt's review that documents gains in intercultural and audience awareness, classes can choose a vernacular genre to study and emulate, such as a how to thread on a community forum, a short review on a map service, or a micro video explaining a local custom (Reinhardt, 2019, p. 1). Students analyze mentor texts for stance, register, and multimodal conventions, then create contributions addressed to real audiences. Peer feedback foregrounds clarity, evidence, and tone.

Fourth, mobile micro learning sequences recognize both the potential and constraints of small devices noted in the research. In place of long reading or writing tasks on phones, teachers schedule brief, focused activities that harness affordances like voice input, geo tagging, camera capture, and spaced notifications. For example, learners might record a one minute micro reflection while walking to class, tag three public signs in English around town and gloss their meanings, or complete a spaced vocabulary review that sends prompts at intervals calibrated to retrieval.

Fifth, telecollaboration and online intercultural exchange create the conditions for what Thorne and colleagues call the interstitial spaces between instructed and vernacular contexts (2009, p. 803). Whether through institutional partnerships or participation in interest communities, students engage in dialogue, problem solving, and collaborative production with partners who bring different repertoires and expectations. The goal is not only fluency. It is comparative awareness of communicative norms and values.

Sixth, remix and redesign tasks position learners as creators. Drawing on Eshet Alkalai's reproduction literacy and on broader discussions of multimodality, learners assemble captioned image sequences, annotated screen recordings, or short explainers that combine text, audio, and visuals to teach a micro concept. Attention to citation and licensing is part of the brief. These tasks formalize what Lankshear and Knobel call the new ethos of participation and what Pegrum encapsulates with the centrality of networked linking.

Across these patterns, what is being taught is not the eternal use of a particular platform. It is the portable set of literacies that enable learners to make sense, make choices, and make contributions in digital spaces. The practices are adaptable across tools and trends. They are also assessable. Rubrics can make explicit the criteria for effective link design, source triangulation, stance marking, register control, and ethical participation. Over time, learners internalize these criteria and bring them to new contexts.

Seventh, portfolio curation tasks capture growth. Over a term, students collect artifacts that demonstrate different facets of digital literacy, such as a link map that shows how they triangulated sources, an annotated screenshot documenting a design decision, and a short reflection on how they handled a misunderstanding in an online exchange. The portfolio becomes both a record of learning and a prompt for metacognitive discussion.

Eighth, analytics for learning can be introduced with care. Many platforms provide dashboards that show time on task, views, and interactions. When used ethically and transparently, these indicators can help students test hypotheses about what works. For example, a class might compare two versions of a post that differ only in link placement or captioning and discuss the patterns they observe. The point is not to chase clicks. It is to reason about communication effects in ways that connect to traditional rhetorical analysis.

Ninth, accessibility by design should be a standing requirement. Captioning, transcripts, alt text for images, readable color contrast, and navigable structure make materials more usable for everyone, including those with disabilities or using older devices. Including these steps in assignment rubrics sends a clear signal that ethical participation includes inclusive design. This stance aligns with the rights based framing of media and information literacy.

Tenth, community partnership projects situate digital participation in consequential work. Schools can collaborate with cultural institutions, local nonprofits, or municipal agencies on small language tasks such as translating signage, creating welcome resources, or documenting local histories. Students negotiate scopes, draft and revise with stakeholders, and release their work under appropriate licenses. Such projects render the social purpose of digital literacy vivid while offering authentic audiences.

5. Equity, ethics, and teacher development

Foregrounding digital literacy in language curricula also requires attention to systemic conditions. Without equitable access and inclusive design, digital initiatives can reinforce rather than reduce disparities. International policy work has emphasized this point for years. UNESCO's framework for media and information literacy, for instance, treats information access and critical engagement as rights as well as competencies and highlights the need for schools to provide supportive environments that develop these capacities across the curriculum (UNESCO, 2018).

Ethics is similarly central. If students are to enter public or semi public spaces online, they must learn to protect privacy, to seek consent when sharing others' work, and to recognize platform incentives that may not align with learning goals. Zourou's state of the art review cautions against a techno enthusiastic assumption that community and participation naturally emerge on social media. She notes that "the capacity and more importantly the simplicity and rapidity of networking that is the main feature of an SNS, is also common to all social media categories" (Zourou, 2012, para. 8). The implication is that teachers cannot assume strong ties or deep collaboration simply because a platform is social. Intentional design and moderation are required.

At the classroom level, disposition matters: "Motivation is one of the most important factors in foreign language teaching and learning" (Lăpădat & Lăpădat, 2023, p. 142), emphasising why the design moves discussed here must also cultivate interest and agency across varied contexts.

Teacher learning is the hinge on which many of these aspirations turn. No program can cultivate digital literacy without simultaneous investment in teachers' own literacies and design capacities. Professional development that focuses on practical design moves, such as selecting mentor texts, setting up link annotation tasks, calibrating cognitive load in mobile activities, or facilitating safe telecollaboration, empowers teachers to integrate digital literacy without being captured by tools. Lankshear and Knobel's social practice orientation helps here, because it invites teachers to see themselves as designers of literate practices rather than consumers of tools.

A final institutional consideration is assessment. If digital literacy is genuinely valued, then course and program assessments should reflect that value. This does not require abandoning familiar measures of language development. It requires complementing them with criteria that reward the curation of sources, the transparency of citation, the clarity of link structure, the appropriateness of register to a given platform, and the evidence of ethical participation in online exchanges. Over time, such assessment practices reinforce the message that digital literacy is part of what it means to communicate well.

Equity is also about the cognitive load that tools impose. Teachers can practice a principle of minimum viable novelty. When introducing a new genre or literacy focus, keep the platform familiar. When introducing a new platform, keep the literacy focus familiar. This helps ensure that learners are not overwhelmed by simultaneous novelty on multiple fronts. Scaffolded checklists, step by step exemplars, and peer mentoring can further distribute expertise across the class.

Another equity consideration is linguistic accessibility. For emergent bilinguals, some interface metaphors and system prompts can be opaque. Teachers can pre teach the vocabulary of settings menus, permissions, and privacy controls and can model what to do when a platform behaves unexpectedly. That modeling is itself a form of digital literacy, since much digital work involves troubleshooting controlled uncertainty.

Institutional leaders have roles to play as well. Procurement choices should weigh not only cost and features but also privacy policies, data portability, and interoperability. Policies should encourage teacher experimentation while setting guardrails that protect learners. Timetables need to leave room for planning and reflection, because thoughtful digital design often takes more time at the beginning and pays off later in learner autonomy.

Finally, a word about sustainability. Digital ecosystems change quickly. Programs should favor approaches that are durable across platform churn. Teaching with public standards, open formats, and exportable portfolios makes it more likely that students will be able to take their work with them. Avoiding single vendor lock in and cultivating cross platform habits supports resilience.

6. AI-Assisted Literacy: Transparency, personalisation, and human judgement

Artificial intelligence has entered the educational landscape as more than a novelty; it now shapes how literacy is taught, practiced, and understood. In the context of digital literacy, AI is not simply another tool to master but a force that redefines the ways

learners encounter language, interact with texts, and participate in communities. AI-assisted literacy refers to this blend of human judgment and machine support, where technologies help learners draft, revise, and rehearse while teachers ensure that ideas and integrity remain central.

One of the clearest contributions of AI to literacy is its capacity for personalization. Whereas traditional instruction often struggles to address diverse needs, AI-driven platforms adapt in real time to a learner's pace, level, and recurring difficulties. Adaptive reading tutors, speech-to-text interfaces, or automated feedback systems give students immediate insight into their progress. For learners who face obstacles—whether reading disabilities, linguistic barriers, or uneven access to prior schooling—such tools offer scaffolds that make participation possible. This personalization does not replace the teacher; instead, it creates a differentiated learning environment in which the teacher can focus on higher-order feedback and more nuanced forms of support.

AI also enhances feedback cycles, which are critical to literacy growth. Instant suggestions about grammar, cohesion, or vocabulary allow students to see where revisions are needed, but the real value comes when learners reflect on those suggestions and decide how to act. By documenting the prompts they used, comparing alternative drafts, or annotating the changes they accepted and rejected, students demonstrate awareness of process. Such habits keep attention on ideas rather than keystrokes and ensure that technology remains a catalyst for judgment, not a substitute for it.

At the same time, AI-assisted literacy broadens the scope of authentic participation. Learners can prepare contributions for online discussions, forums, or collaborative projects with the aid of tools that anticipate reader questions or highlight clarity gaps. In this way, AI becomes part of the rehearsal space where students refine arguments, test explanations, and practice discourse moves before presenting them to real audiences. These rehearsals support fluency and confidence, yet the responsibility for choices, tone, stance, and evidence, still rests with the human writer or speaker.

Educators, too, benefit from the analytic capacities of AI systems. Automated feedback and aggregated data can reveal patterns across classes, highlighting which skills are secure and which require more attention. AI-assisted literacy represents a new frontier in education, one that expands personalization, accelerates feedback, and creates opportunities for authentic participation. Yet its true significance lies not in automation but in the way it amplifies human judgment, creativity, and responsibility. When embedded within the broader framework of digital literacy, AI becomes less a shortcut and more a studio light: illuminating possibilities, sharpening focus, and helping learners craft language with clarity and care.

7. Conclusion

Digital literacy is a paramount element of modern education because it is now inseparable from the environments in which people read, write, listen, speak, search, and collaborate. In language education, digital literacy brings learners into contact with authentic materials, communities, and practices, and it equips them to participate with judgment and creativity. The scholarly record corroborates this claim. Gilster's distinction reminds us to teach concepts and habits of inquiry rather than button sequences (1997, p. 1). Lankshear and Knobel's social practice orientation names the literacies that matter in context and describes them as "shorthand for the myriad social practices" that communities enact (2008, p. 5). Eshet Alkalai's framework lists the cognitive, motor, sociological, and emotional demands that digital participation places on learners (2004, p.

93). Hockly translates these ideas into classroom routines, including the teachable moves of hypertext literacy (2012, p. 110). Godwin Jones explains why mobility has changed the conversation not by inventing learning anew but by changing what is practical and common (2011, p. 2). Reinhardt documents how social media participation can develop intercultural, sociopragmatic, and audience awareness (2019, p. 1). Thorne and colleagues call attention to the spaces where instructed and vernacular practices meet and to the learning that can happen there (2009, p. 803). Together, these sources point to a coherent message. Digital literacy is central to contemporary language learning.

For practitioners, the implications are straightforward. Teach learners how to read with links, not around them. Design tasks in which sourcing, attribution, and curation are part of the learning objective. Leverage mobile devices for short, purposeful work that exploits their situated affordances. Build bridges between classroom genres and vernacular genres, and make audience central to production. Scaffold participation in intercultural exchanges with analysis and reflection. Above all, make the assessment system reward the literate moves that make digital communication credible and kind.

What distinguishes strong implementations of digital literacy is the way they tie small design moves to big educational purposes. The small move might be a teacher asking students to justify a hyperlink with a brief purpose note. The big purpose is cultivating readers who navigate non linear texts with intention. The small move might be a class standard to caption every video, no exceptions. The big purpose is building habits of accessibility and audience care. The small move might be a requirement that every claim be linked to at least one verifying source. The big purpose is developing a culture of evidence that supports thoughtful disagreement and collaboration.

The alignment between small moves and big purposes is also what allows programs to scale. New teachers can adopt a handful of routines and contribute to a shared culture of practice. Experienced teachers can enrich those routines with their own disciplinary and local knowledge. Each year they revisit familiar literacies in new contexts and with new responsibilities. That is how literacies become unremarkably normal, even while the platforms continue to shift.

Digital literacy is therefore not only a paramount element of modern education in the abstract. It is a daily craft. It is the thoughtful arrangement of tasks, tools, and conversations so that learners encounter authentic language, analyze it carefully, and use it responsibly to make things that matter. When programs do this work with care, they prepare students not just to pass a class but to participate in the public life of their communities with judgment and imagination. They leave school prepared to keep learning, to keep linking thoughtfully, and to keep contributing in communities where language, technology, and culture meet meaningfully.

Authors' Contributions:

The authors contributed equally to this work.

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