Integrating Digital Literacy in English for Specific Purposes (ESP) Instruction Via English for Law E-module

Dewi Surani[1], Umalihayati[2], Rini Dwi Septiyani[3], Holilah[4]

[1,2,3] Faculty of Teacher Training and Education, Universitas Bina Bangsa, Indonesia
[4] Universitas Sultan Ageng Tirtayasa, Indonesia

| Contact: | Dewi Surani | ✉ | dewi.surani@binabangsa.ac.id |

ABSTRACT

Nowadays, the integration of technology through digital literacy in English instruction is highly demanded, but in practice, digital material like electronic modules still lacks investigation, especially in the ESP context. Therefore, this qualitative study tries to describe the digital literacy demand related to the material in ESP teaching and the implementation of digitalized based ESP material to facilitate law students' digital literacy. Twenty-five law students were involved as participants, with the questionnaires and interviews as the primary data and class observation as the secondary data. The results reveal that ESP language-teaching process demands digitalized material which facilitates the students' needs to enhance their English skills by exploring authentic learning sources digitally. The implementation of the English for Law e-module facilitates students' digital literacy, especially in accessing the digital material in the e-module by 70% of the whole participants, 57,7 % of students use their digital literacy for finishing the lectures assignment, and 74% of students able to overcome their digital obstacle independently. The finding recommends the utilization of digitalized material based on e-module to cultivate the students' digital literacy in ESP instruction.

Introduction

The term literacy usually refers to the ability to write and read. However, in the digital era like now, it relates to the use of technology and skills in cooperating with technology in everyday life. Son (2015), stated that digital literacy is a crucial ability to create, communicate, collaborate, find, and evaluate information through technology's assistance. Moreover, it can also be considered competent in acquiring, processing, and producing digital information (Hatlevik & Christophersen, 2013). From the two opinions, we can conclude that digital literacy relates to the individual ability to utilize technology to get and form digital information he/she needs.

Some research on digital literacy found its positive impact on ESP teaching, such as Mudure-Jacob (1997) revealed that ESP teaching has changed because students have access to practically endless sources of information, can use different devices in the

extended classroom, and are eager to study digital resources online, the process expands. Mahapatra (2020) states that integration technology has positive impacts that teachers make an effort to integrate newly acquired technological knowledge. At the same time, Mudra (2020) found that the utilization of digital technology in the process of acquiring English is beneficial to the development of students' English skills. From this research, we can say that digital literacy in ESP teaching mainly relates to gaining ESP material digitally among teachers and students. It is crucial to emphasize that while technology in the classroom can be utilized successfully to enhance learning, it does not create opportunities for students to build digital literacy skills. They considered that students need to be given appropriate instruction on digital literacy since ESP material has specific content. This situation examines the way people use technology, how they solve problems, and how they talk to each other. Students need to try out, practice, and use tasks in the classroom that will help them work in a digital world.

Nowadays, the need to integrate technology into English for Specific Purposes (ESP) teaching is more intense than the previous one, so the students need to be engaged in the learning process. ESP can be defined as an approach that concentrates on specific language learners' needs so technology can be the main authentic source of learning material. At this point, they must be capable of functioning the device. Therefore, the more digital literacy skills students have, the better they will be able to utilize the technology for their educational purposes.

Moreover, the concept of practicing digital literacy can be formed by accessing digitalized ESP material. This approach can assist students in effectively utilizing digital materials and technology. This study describes the reason why ESP materials should be created digitalized and the implementation of the digitalized based on ESP materials through an e-module form to support the achievement of specific competencies for law students and, additionally, provide an opportunity for digital literacy practices. This study has two research problems as follows: (1) How is the demand for digital literacy in ESP instruction? (2) How is the implementation of digital materials based on e-modules in facilitating students' digital literacy in ESP instruction? This study's result will theoretically contribute to giving ESP practitioners information about integrating digital literacy in ESP instruction. Practically, give guidance on the implementation of digital literacy in ESP instruction with an e-module—these contributions as new insights into ESP teaching and learning.

Method

This study applied a qualitative descriptive case study approach. According to Creswell (2014), qualitative relies on text and image data, has distinct data analysis steps, and uses a variety of designs. A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context (Crowe et al., 2011). The case study is employed since this research tries to observe the integration of electronic modules as digital material in ESP classrooms naturally from students' sides. The participants were chosen using purposive sampling based on specific criteria, such as effectiveness and closeness to the sample characteristics in this study. With the technique, so 25 third-semester law students who take an English law course were involved as the participants in this study.

The data was obtained through checklist observation, a set of closed-ended and interview instruments. The result of the closed-ended questionnaires and interviews is based

on the indicator of ICT literacy assessment by Pernia (2008), as the primary data were obtained online via a Google form. The secondary data was taken from class observation. The primary and secondary data were analyzed using the analysis theory from Miles and Huberman (2014). The analyses are through some steps such as (1) Data condensation, (2) Data display, (3) Drawing and verification conclusion.

Result and Discussion

The demand for digital literacy in ESP Instruction

Dudley and John (1998) stated that content is one of the key stages of ESP teaching. The terms of content integrating technology into English language learning has focused on EFL areas. It demonstrated that digital materials have a beneficial effect on EFL teaching and learning. Unfortunately, ESP teachers have slow adaptation and low awareness of integrating technology into their classes (Luna, 2018). This situation is reflected clearly by English lectures at Universitas Bina Bangsa. They are focusing on generic aims rather than specific needs. Furthermore, English content should be adapted to each class and individual competencies. Language skill acquisition today is more than just studying and creating information in a physical, educational environment; it has evolved into a complex process of combining skills (digital, literacy, visual and technological).

According to Belz (2002), the presence of technology in the classroom allows for the introduction of significant and communicative content, such as telecollaboration and interaction. So, learning should reflect new digital modes of communication that are being used in the real world. Students must be situated to engage in a subject. Therefore, using digital content, such as video, also necessitates the usage of audio-visuals. Using audio-visual media in language learning includes encouraging four-skill development in a single activity by combining listening, reading, speaking, and writing. The ESP elements can be integrated into the action using audio-visual resources engaged in the e-module. For example, the learning activity of criminal cases via video has emphasized various points, such as the uniqueness of ESP for law students, the usefulness of learning four skills in one activity, and the significance of technology-based learning. The material should be is used in digital content that effectively enhances academic achievement (Isda & Imran, 2021; Moro, 2018; Sargeant, 2015; Yokota & Teale, 2014).

An alternative learning technique that includes students' numerous modalities and the environment's tools, such as books and multimedia software, could create such partnerships. It is also considered that because digital media can be applied to a wide range of subjects, it can suit a wide range of student learning methods. Furthermore, technology gives benefits and various applications in systems of learning and provokes a new trend in teaching methods in English for Specific Purpose (ESP) courses. Thus, teaching in various modes is believed to cover numerous skill acquisitions while also capitalizing on students' willingness to explore the digital world. If students are not kept engaged in their digital classrooms, they may lose motivation, since recently students are being digitally literate than their teachers, so this situation must be considered by the teachers to develop the material digitalized. Technology also promotes learner autonomy. More specifically, integrating technology into the ESP curriculum can provide students with numerous learning opportunities and benefits. Giving students interactive and communicative activities related to their jobs, majors, or specific goals, understanding the sociocultural aspects of the

language and the specific content, feeding students enough specific input related to their needs, which can improve their language production, providing students with the strategies they need to learn languages for specific purposes, and making it easier for students to learn languages. Therefore, technology plays a crucial role in ESP instruction and demands students' adequate digital literacy skills to utilize it optimally.

Integrating technology in ESP instruction at Universitas started from the challenge of teaching English law subjects to law students. Since they have different needs and goals, and teaching materials are still limited, the teaching and learning process must accurately and effectively address these conditions. Therefore, the R & D preliminary research was conducted by designing and developing course design and content in the form of an electronic module (e-module). This electronic course design is also a way to facilitate students as the Z generation to be familiar with digital material in the digitalization era right now. The E-module contains 14-chapter including four skills, speaking, reading, writing, and listening skills. The themes of the chapters are relevant to legal studies.

The e-module integrates online learning tools such as YouTube, Websites, and other browsers, providing students with access to content-related online exercises, audio, and videos. ESP E-Module. This allows students to learn independently, without regard for space or time constraints. A web-based online test was used to assign and prepare students for the structure and grammar assignments. A computerized scoring system was generated using this system after students submitted their answers. The assessment is also integrated into relevant online resource tests. It allows students to self-evaluate practically. Technology greatly assists the ESP practitioner in the course and material evaluation process by providing appropriate tools and space for conducting questionnaires, surveys, and various forms of testing. The authentic audio and video recordings could also be accessed online through this e-module, allowing students to watch the video and listen to the audio at their leisure while also connecting them to the recordings' sources.

Implementing digital materials based on e‑modules facilitates students' digital literacy in ESP instruction.

The e-module enables students to run the platform on their smartphones. Student's ability to learn the lesson may improve when they use a smartphone to operate the e-module. Besides providing digital material, the implementation of the English for Law e-module also facilitates law students' digital literacy ability. Assigning the embedded link in the e-module gives them direct digital experiences to authentic sources. From the questionnaire data, 70% of students can access and search the website by clicking on an embedded link in the e-module, which makes it feasible for them to obtain information. Obtaining information requires students to identify information and understand how to discover and obtain it. The e-module has been the site of educational reference on how digital literacy could be used to help teach and learn in ESP. It makes the learning process more interesting for students. Furthermore, digital information incorporates contemporary technology and satisfies the student's UpToDate Ness (Demirkan, 2019). The digital content may be in the shape of a video, a digital presentation, an online textbook, or any other online platform that allows students to learn on their own (Moro, 2018).

The data also show that 74% of students can solve digital difficulties, while the rest ask for help. Most students can manage information using their digital literacy skills. This skill organizes, stores, and converts electronic data into graphics or other visual formats. 57.7% of students stated that they can finish tasks and study schedules quickly. In contrast, some

prefer to prepare and execute. The e-modules produced are suitable for application in educational settings, and it has been demonstrated that their utilization is effective in increasing students' degrees of autonomy and improving the ability to utilize digital material.

Figure 1. Materials Display in E-module

From the interview, students have asserted that the utilization of e-modules can assist them in comprehending the material covered in the course and that they can operate all the different types of instructions covered in the e-modules smoothly and by the instructions, allowing them to solve a problem with or without the assistance of other students. Some of the interview results show positive responses.

Interview Excerpt:
Student 1: "By clicking the e-module, easy for me to learn more about English law".
Student 2: "I can learn everywhere, every time I want through the e-module".
Student 3: "hmm…the e-module is something new for me, but I am interested to use it. It's not too difficult for me".

Students can benefit from using e-modules as a study tool (Ilmi et al., 2021; Purnamasari et al., 2020). If they find challenges or difficulties, students have the confidence to overcome them by devising creative solutions, whether through discussion forums or by seeking knowledge from the internet or other appropriate reference sources. Great independence or learning freedom makes practicing without pressure from others so that it is more exploratory and able to solve issues, improve self-confidence and be inventive (Pratama et al., 2019). According to the 25 pupils who responded to the questionnaire, digital material in e-module makes learning more accessible because they can learn anywhere and anytime they want. In addition, by utilizing the e-module, students improve their digital literacy skills to find material sources more reliable and relevant embedded e-module.
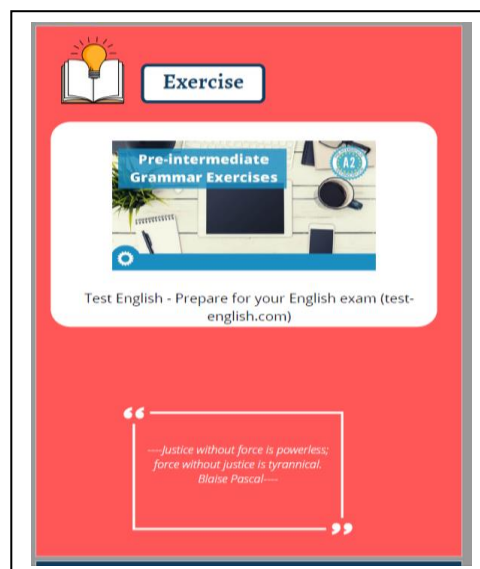
Figure 2. Online Exercise Display in E-module

The digitalized material in the e-module also successfully facilitates students' digital skills, such as information digital skills, which are acquired through the process of searching, evaluating, and organizing the information from the e-module. This skill is very important later as a worker since workers need to know how to store and organize digital information so it's easy to find when they need it. Since workers today often use more than one digital device, they need to know how to share information and keep it up to date across all of their digital devices (Song & Ling, 2011). Another skill is critical thinking and digital skills. Critical thinking is especially important in a global online environment where people participate and resources are made by people with different goals and skill levels (Starkey, 2011). The emphasis is on message quality about argumentation performance. As future workers, they must be able to quickly filter incoming online information and communication to extract valuable information.

Conclusion

The rapid development of technology has impacted the process of ESP instructions. The use of technology in English for Specific Purposes (ESP) instruction offers a wide range of genuine digital resources for the purpose of language acquisition. In order to maximize their use, the effective utilization of digital tools necessitates a sufficient level of digital literacy, which in turn requires important instructional support to ensure students are digitally literate.

The implementation of the English for Law e-module improves students' digital literacy, particularly in accessing digital material in the e-module by 70% of all participants, 57,7% of students use their digital literacy to complete the lectures assignment, and 74% of students can overcome their digital obstacle independently. The findings suggest that digitalized material based on e-modules be used to cultivate students' digital literacy in ESP teaching.

The present research is subject to several constraints, since it only focuses on the utilization of e-modules as a means to enhance students' digital literacy. Additional

investigation is required in order to have a deeper understanding of the correlations between e-modules as a digital resource and the academic performance of English for Specific Purposes (ESP) students. The present study provides a complete analysis of the data pertaining to digital literacy within the context of English for Specific Purposes (ESP) instructions.

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