

Students' Assessed Skills on the Use of Digital Tools in English Language Teaching in Blended Learning Mode: Towards Digital Skills Enhancement Program

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Abstract: This study investigates and analyzes the application of digital tools and the evaluation of the students' assessed Skills in blended English teaching. The purpose is to understand The application of digital teaching in college English teaching, to understand the problems of students when using digital tools to learn, so as to help teachers in the future digital teaching more targeted, more close to the needs of students. The participants were all school students and English teachers, and the study was conducted by questionnaire survey. Through the analysis of the relevant experiences of the teachers, The current issues and problems in the use of digital tools will also be given emphasis. In conclusion, the results show that there are many factors influencing students' scientific literacy, such as teaching materials, learning mode, learning media, worksheets and evaluation tools based on scientific literacy. Teaching materials, learning models, worksheets and evaluation tools developed based on scientific literacy can improve students' scientific literacy to a certain extent. Among them, the scientific use of digital tools in the classroom is the source of direct contact with students and close to students. Teachers should make greater efforts to present different aspects of materials and inquiry activities in a scientific way of thinking in the teaching process.

Keywords: Digital Tools; Blended Learning Mode; MOOC; Students' Assessed Skills

Introduction

Digital tools are of great help nowadays, being used every day not just outside schools but inside the classroom. Their popularity encompasses everything from social media to websites, for example, Facebook, YouTube, and Google Apps for Education, and no doubt there are a lot more to come in the future. However, the digital tools being used to help students with their educational needs are regularly upgraded and updated to help the students keep track. Since the tools are now being incorporated into the classroom, a few questions arise: Who decides what is best for our students? How are the digital tools evaluated, analyzed and documented?

Taking the corresponding evaluation in time, it improves the teaching quality unceasingly. Exploring teachers' experience in mixed teaching can better reveal the existing problems. Even if this study only involves a small number of English teachers in a school in Changsha, Hunan, it is hoped to gain a deeper understanding of the problems existing in English education in China. This can further lead to crafting of solutions. It is in this light that the proposed study was conceptualized.

In the wake of the COVID-19 outbreak, universities around the world are facing the dual challenges of fighting the epidemic and teaching online. At this juncture, when the Internet and other digital tools has taken over our offices, homes and schools, we no longer have the right to think of technology as optional. Therefore, educators cannot make excuses for using technology to impart knowledge, skills and ideas to students. There are still some students and parents who are against the mixed teaching mode, which I think just shows that there is still a lot of room for improvement in this teaching mode, such as the improvement of the stability of the online learning platform, the appropriate reduction of students' academic burden, and the improvement of the interest of learning task design.

In addition, it is worth noting that, unlike traditional classroom teaching, hybrid teaching mode requires teachers to invest more energy in the "online learning" link: upload various teaching materials in advance, check students' online

learning situation, guide students to discuss online, answer students' questions about learning and technology online, etc. this kind of class Being at work at any time is a great test of teachers' energy, responsibility, and patience.

Conclusion

Based from the findings of this study, the researcher came up with the following conclusions:

1. Positive engagement with digital technologies is highly manifested among the respondents which is essential to achieve and understand digital skills and in Ensuring online safety, digital responsibility and digital health and well-being.
2. The number of exposure years to technology will help students to understand and develop the needed digital skills in the classroom during blended learning.
3. Teachers' support to students is also a big factor for their development of digital and other skills by finding solutions to fill the gap on the processes on teaching and learning, choosing the different technologies to be used in the classroom, so that students will be highly motivated. In addition, students and teachers should also focus on the digital skills development.
4. Navigation information skills and creative skills are areas that the students are not yet skilled enough in order for them to really maximize the use of digital skills. This implies that more activities on this area can be developed and strategized by the teacher.

Recommendation

Based on the conclusions derived in this study, the following are being recommended:

1. Students should be given more activities in the class to develop their digital skills. Curricular enhancement can be done to upgrade the curriculum to higher standards. Teachers should be retrained and continuous training shall be provided in using new media and digital tools in the classroom teaching which could be a medium to acquire the required skills for students.

2. The school should be provided with adequate new media and digital tools and facilities that can be used by the teachers and students in the teaching and learning process.

3. There is a need for curriculum review to accommodate the use of the new digital tools and skills development in teaching and learning of all subjects.

Digital learning and the cultivation of innovative consciousness is an important part of academic skills, information technology is also connected to the information society and a bridge between students and cultivate students' literacy, digital learning and innovation cannot leave the creation of digital learning4.environment, the construction of digital teaching mode and for the establishment of the core quality of classroom teaching evaluation.

5. Creating a digital learning environment. Digital learning emphasizes students' learning and development based on digital conditions, so it is very necessary for teachers to create a digital learning environment conducive to students' learning and development according to their learning basis in teaching design. When teaching, teachers can make full use of the existing digital hardware facilities, network resources and digital content of the school, and put curriculum learning in a certain digital learning context. Only under the support of digital learning environment and the guarantee of information learning resources, students' digital learning ability and innovation consciousness can be developed.

6. When constructing the teaching mode, it is necessary to consider whether this mode is conducive to the development of students' autonomous learning and collaborative learning activities. Through the learning environment, information technology is used to implement autonomous learning and collaborative learning and create works, so as to improve students' digital learning ability and innovation literacy.

The program introduces the learners to basic understanding of the use of digital skills to support media and information as channels of communication and tools for the development of individuals and societies. It also aims to develop students to be creative and critical thinkers as well as responsible users and competent producers of media and information with the use of different digital tools. Based on the recommendations of the UNESCO expert group on the use of digital tools, four key interrelated thematic areas have been delineated to enhanced students' knowledge on the use of digital tools.

1. Increase student engagement.
2. Help teachers improve their lesson plan

3. Facilitate personalized learning
4. Help students build essential 21st century skills

Table 1-1 Proposed Digital Skills Enhancement Program

KEYRESULT AREA	Objectives	Strategies/Activities	Time Frame	Performance Indicator
OPERATIONAL SKILLS	To know how to use shortcut keys in the computer and other digital tools	Hands-onpractice every day; inclusion in the daily lesson plan of teachers	Withinthe semester	100% of students to familiarize with the use of shortcut keys
MOBILE INTERNET SKILLS	To inform students how to keep track of the costs of mobile app being use	Simulation activities in the class on how to download mobile application with less cost, if ever	Withinthe semester	100% of students acquire the skills in keeping track of the cost of mobile app to use
NAVIGATION INFORMATION SKILLS	To develop a wide range of strategies when searchingfor information, comparing different websites to decide if information is true	Proposed Activity #FACT CHECK The teacher will provide info from the different websites, students will identify if these are true or not	Include in the lesson plan of the teacher and to be done as motivation in class	100% of the students will develop the skills in recognizing facts vs. fake information
SOCIAL SKILLS	To identify which information should and shouldn't share online	Proposed Activity #THINK&SHARE Providing the students with various activities on when to share info and when not to share	Include in the lesson plan of the teacher and to be done as motivation in class	100% of the students will develop the skills in selecting info that can be shared or not
CREATIVE SKILLS	To develop the competencies in designing a website	Proposed Activity Series of Seminar on Design Thinking using Digital Tools	Provide at least 2 seminars per semester on the topic	100% of students attend the seminars

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