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Digital literacy and factors affecting the electracy of Iranian EFL teachers

This study evaluated the current level of digital literacy of Iranian EFL teachers and investigated factors affecting their electracy in English classrooms. The participants were 100 male/female EFL experienced teachers at language institutes. They responded to a digital literacy questionnaire in English, containing items related to the respondents' background, use of computer applications, computer-related questions, level of ability to perform computer-based tasks, and personal/professional factors affecting their use of computers in classrooms. Having calculated and analysed the frequency and percentage of the responses for each section, the findings offered a picture of the Iranian EFL teachers' electracy in their academic settings, and their level of digital literacy and skills. Moreover, it was revealed that differences in their literacy were gender-based and factors such as students' computer skills, their attitudes, and their confidence were also important. Knowing the teachers' level of electracy and other influential factors could help syllabus designers to develop promising syllabi for prospective practitioners.

Keywords: Digital Environment, Digital Literacy, EFL Teachers, Electracy, Integration of Technology.