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CAN DIGITAL LITERACY PRACTICES MOTIVATE INTERNATIONAL STUDENTS TO UPGRADE THEIR ENGLISH AS A SECOND LANGUAGE (L2)?: AN ETHNOGRAPHY CASE STUDY

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Abstract
This article discussed how to bridge communication between international students studying at host universities in other countries through digital literacy practices and is a model for global social interaction. This article also investigates the use of English proficiency, specifically for students in Indonesia and Thailand via online platform. It is based on semi structure interviews synchronously and asynchronously conducted with international students in both countries. The article focuses on five international students studying abroad from five different countries. This article uses an ethnography case study which describes some images from the results and findings in greater depth. The findings indicate the reasons for analysis and effectiveness in moving literacy practice toward digitalization for L2 students. These findings suggest that new literacy learning is rapidly evolving with advanced technology, necessitating the use of a high-speed Internet connection. This study contributes to language planning as L2 based on ethnography which has also been adapted into digital literacy for Thai and Indonesian students. In addition, this research's contribution is to give some people more about the importance of digital literacy practices, especially for an institution that has international students in teaching and learning. The authors' focus is on their personal experiences with digital literacy practices.
Keywords: Digital literacy practices, English as L2, Ethnography case study, international students, Language planning

INTRODUCTION

International students studying in their home country may find it advantageous to transition their learning habits to virtual environments as part of their digital literacy practices. As Arbaş and Cele (2019) and White (2003) previously said, it is widely accepted that L1 serves as the starting point for L2 learning. As a result, as the world's transforming revolution continues, the concept of upgrading literacy into digitalization may become increasingly crucial, particularly for language use in a virtual context. It does, however, assist sure students at the university level who are still getting used to it in their

academic careers. Their level of digital literacy determines the willingness of individuals to alter the regulations governing language usage. When it comes to fostering literacy habits as a result of written material, second language (L2) instruction via English can be defined as implementing language planning in the educational system and ensuring its effectiveness (Leibowitz, 2015; Wright, 2016).

Language preparation and digital literacy exercises can be undertaken using virtual platform apps and social media platforms. However, scholars have speculated on a research method for enhancing language use as a second language in a host setting, such as the one encountered by international students at a Thai university located in Bangkok's downtown district and a university in Indonesia. Furthermore, international students studying abroad who cannot meet the necessary qualifications must become accustomed to relying on a virtual platform for assistance. In addition, it removes many pupils with lesser levels of ability due to the branch variation in each field. Additionally, it entails an appreciation for the limitations and evidence inherent in each subject (Faraclas et al., 2019; Hult & Johnson, 2015).

English for L2 can Modify Teaching and Learning

It is anticipated that language preparation will develop new literacy abilities that may be utilized in contact, providing an example of the plan's remodelling style (Akbari, 2020). Depending on the language and function, each communication session involves language skills and supporting tools such as noises, gestures, and images to give genuine meaning to what people are saying (Hughes & Schwab, 2010; Karyolemou & Pavlou, 2013). A cultural and societal movement away from the language employed in planning individual sculptures, acquisitions and ontology is required for language planning for L2 to succeed. Language planning has cultural characteristics in social, cultural, and political life; in monolingual words, this is known as corpus planning. It is the driving force behind a pluralistic language (Davies & Ziegler, 2015; Hao, 2018; Leibowitz, 2015). Alternatively, language planning will incorporate the speaker's linguistic and speech delivery system, the development of probable speaker ethnic registers, and the usage of language profiles, as the most recent contribution has been time spent in the field (Nassenstein & Dimmendaal, 2020). The phrase "*language shift*" was brought into sociolinguistics through the work of notable scholars (Fishman, 1964; Posel & Zeller, 2015).

Nowadays, style language planning is built on the internet, television, societal welfare, excellent communication, and social media, all of which can potentially change people's traits and thoughts. Among all conceivable courses of action, the ability to locate the one that will most efficiently lead to a successful outcome is the most valuable (Haslum et al., 2019). For example, people in a community would be more outspoken, but they would write the term with less spoken language than in the general population. They cannot communicate effectively in their mother tongue, and social mobility is non-existent among them (Siiner et al., 2018; Zhao, 2018). As a result of social media's effect, people's literacy will evolve into digital literacy. Using modern technologies, they might feel calmer and more versatile. Digital literacy initiatives that provide language preparation in a community or culture aid in the development and improvement of people's thinking and bring them closer to others without borders all over the world. While language training enacts digital literacy practice, it also discusses marginalization and speech to extend social practice connections that may disrupt educational impact relationships (McDougall et al., 2018).

Digital Literacy Practices for International Students

Moving educational institutions creates the advantage of welcoming students using advanced digital technologies while utilizing a variety of learning and teaching approaches (Tang & Chaw, 2016). If people continue to convey information through literacy, they will not be able to flee. Knowledge literacy begins with an understanding of one's requirements (Perdew, 2017). However, in the past, people employed literacy ways tailored to their specific needs; they wrote for experience, studied multiple publications with an old-fashioned pen and paper, and so on (Kress, 2003; McDougall et al., 2018; Rennie & Harper, 2019). On the other hand, literacy is usually recognized as being significantly more complicated than the basic encoding and decoding of printed text (Liddicoat, 2004). The devices can be used to access, integrate, control, build, assess, and disseminate operational data that is changing over time, among other things (Leu et al., 2011; Phuapan et al., 2016; Rennie & Harper, 2019). Individual students may be instructed on how to develop social mobility and education initiatives and how to engage the public (Creer, 2018; McDougall et al., 2018; Smagorinsky, 2011; Spante et al., 2018). Classes in social studies and science, such as language arts, are available (Kamil et al., 2008). The rate at which the tongues can perish can be a completely different experience (Hughes et al., 2010; Karyolemou & Pavlou, 2013; Moriarty, 2015). On the other hand, social media applications can now be used to launch digital learning (Papen, 2016).

Teaching students with digital literacy skills in schools and institutions will better prepare them for the challenges of the future (Phuapan et al., 2016). Most Thai university students do teacher tasks on their smartphones, laptops, or tablets. The students have been accustomed to using LINE as their principal means of communication and completing course assignments (Bogart, 2014). As learners struggle to reconcile their natural qualities with society standards, service applications are made accessible or even readily available in training (Baldauf et al., 2012; Faraclas et al., 2019; Ojo & Duckworth, 2015). Some teachers may wrongly feel that some ideas, such as the term of vision in their primary language, are well-known to English learners, while in fact, they are not (Gersten et al., 2007; Papen, 2016). On the other hand, digital literacy techniques are taught at a prestigious institution, which provides students with the necessary learning tools to put the digitalization system into effect as part of the educational process. The availability of certain information and the ability to change one's thinking about the use of a language can impact how people behave and explain one's attitude in daily life (Tait, 2018; Wong, 2017).

Thai and Indonesian Students Speak English for L2 and Literacy Practices

Even though English is a second language for Thai people, they can communicate effectively in everyday life. Although there is a need to enhance the quality of communication, the vocabulary available can allow Thai people to speak in English. Thailand has a diverse population of ethnic and linguistic individuals, with a large majority still living in rural areas (Rappa & Wee, 2006). Language education and development can benefit youngsters experiencing rapid social and cognitive growth due to the significant role played by the country's technological development and economy (Darasawang & Reinders, 2015; Rappa & Wee, 2006). Furthermore, language policy and programming must take precedence over all other languages to protect national identity and display a Thai sense of humor and culture (Rappa & Wee, 2006).

In Indonesia, language is always associated with planning; citizens can manipulate language planning, and the government acknowledges it as a cultural language gift from

the people. Reading and writing in Indonesian at school, where Indonesian people are depicted in geographically scattered terms as unity and communication across ethnic groups, can help students improve their literacies related to their ethnicity (Goebel, 2010). It is like Javanese, which includes a variety of styles that contribute to the enrichment of Indonesian culture and the purpose of using the word. In certain circumstances, the state, and organizations both contribute to the creation of individuals in a society. It is possible that they were not encouraged to establish, in other circumstances, that types of social contact should also be maintained (Goebel, 2010). Bahasa Indonesia is a term that refers to a language that can be planned and related to policy in a rural social culture where the local language is coupled with a regional language and is used for local communication. On the other hand, language planning permits indigenous people to maintain a stronger sense of social responsibility in their historical culture. Some people inside the country can communicate in a specific language to a place that transmits and responds to social behavior and interaction.

METHOD

An ethnography case study is still required when researching the language planning model, which moves from practice to digital literacy, mainly when focusing on students from diverse nations. People who use long-term and extensive ethnographic approaches but are constrained in scope, time, and data engagement might benefit from conducting an ethnic-case study, which could better explain the meaning of their research (Parker-Jenkins, 2018). Qualitative research, which explores a collection of analytical materials, interactions, interviews, life stories, and specific acts of reflection, texts, historical, interactive, and descriptive records, as well as distressing occurrences and human, meaningful life, has been the focus of this work (Denzin & Lincoln, 2018; Tracy, 2020). When conducting qualitative research, qualitative researchers often begin with a broad sense of how many locations or persons they intend to analyse (Mirhosseini, 2017; Taylor et al., 2016). Video is altering people's impressions of the world and their perceptions of themselves (Harris, 2016). The researchers are looking into how students construct language plans during a global pandemic utilizing social media platforms such as ZOOM Meeting, DingTalk, and WhatsApp to communicate with one another. Specifically, the researchers will inquire about the activities of international students at both Thai and Indonesian universities, such as:

What kinds of digital literacy practices do the international students enact in the virtual class?

What language planning do international students use as digital literacy practices?

The researchers select five international students studying at a university in Thailand and Indonesia. The participants should be blind to keep the ethical publication concern with a human being in the subject of *"English for Work."* The researchers just give the initiative to continue data analysis based on participants' demographic data.

Table 1. Participants' Demographic Data

No	Name	Age	Gender	Country	Nationality	Language use
1	GF	21	F	Thailand	Thai	Thai language and English
2	VV	23	F	mainland China	Chinese	Chinese and English
3	SWY	20	M	South Korea	Korean	Korean Language
4	NNT	20	F	Vietnam	Vietnamese	Vietnamese and English

| 5 | WW | 18 | F | Indonesia | Indonesian | Javanese, Bahasa Indonesia and English |

RESULTS AND DISCUSSIONS

International students enact in the virtual class

As a result of worldwide digital impacts, chatting has had an impact on this particular situation. A method of discovering and developing high-quality education systems has previously been highlighted as expanding learning opportunities through information and communication technologies (ICT) (Jonatan et al., 2013). Teachers in a traditional learning setting can assess the impact of each course of exams on the learning outcomes of their pupils (Yan & Au, 2019). Learning through free education offers specific learners and students a degree of flexibility in subject choices, location, pace, and how to learn and study as a learning opportunity that may be used as a tool (Jonatan et al., 2013). A possibility is using Massive Open Online Courses (MOOCs) (Jonatan et al., 2013; Tait, 2018). High-quality support is required for the system and digital tools as well as the internet connection. Digital literacy practices, which have spawned a new phenomenon in a country's language planning, can describe online learning success, which can be broken down into three categories.

There may be certain modifications due to technological advancements and the widespread use of language planning in today's culture. It is comparable to how language is used in Thailand and Indonesia to execute language planning through digital literacy, which is similar to how language is used in Thailand and Indonesia. The use of digital literacy can aid in the analysis and response of international students. Everyone on the earth uses virtual communication to turn physical interaction into virtual contact, which can subsequently be sent to a live broadcast. Thailand's education system used to incorporate technology to make it easier for pupils to communicate. Communication changes as a result of interaction modifications limit the use of language in planning. English is now necessary for most types of communication daily. In Thailand, LINE is a popular social media tool, with approximately 80 percent of its population. Chinese students, particularly those studying in Thailand, are well-versed in using the DingTalk communication system. To facilitate accessible communication, file sharing, and linking in a public institution with many Chinese students, several lecturers recommend adopting the DingTalk app. Chinese students in Thailand communicate with one another exclusively using DingTalk and WeChat, as the country's government prohibits access to social media platforms. Students in Thailand shifted to a virtual study by applying digital literacy methods to prevent the spread of COVID-19 and the contact between teachers and students in a face-to-face (F2F) onsite class. The results were positive. Traditional classroom approaches constrain the learning process to a single location and are carried out by a small number of teachers in front of many pupils at the same grade level as the teachers (Xiao et al., 2019).

However, education has undergone substantial transformations as a result of the adoption of practices in digital literacy to provide knowledge to students. To make it easier and more comfortable for students to understand the curriculum's contents, teachers employed Google or E-learning to change their teaching-learning. Students are motivated by the circumstance, which gives them the expertise of using online learning through hybrid learning and blended learning, which they can apply to their future studies. Thai citizens are more familiar with the LINE app than WhatsApp, a valuable tool for communication. It is possible to benefit from using LINE to send information by utilizing digital literacy practice and a new means of delivery; within LINE, there are modes for exchanging files,

images, and other types of information. Indonesians can transform their habitual behaviour for language planning into practical literacy by utilizing digital technologies (Goebel, 2010). With virtual and talking communication, they bring face-to-face meetings to an end, maintain social distance, and usher in an entirely new era of learning. Everyone in Indonesia uses WhatsApp, which is the most popular app in the country. It is because of the convenience of usage that they are more familiar with specific programs. Besides that, they are using ZOOM to broadcast the meeting live on the internet.
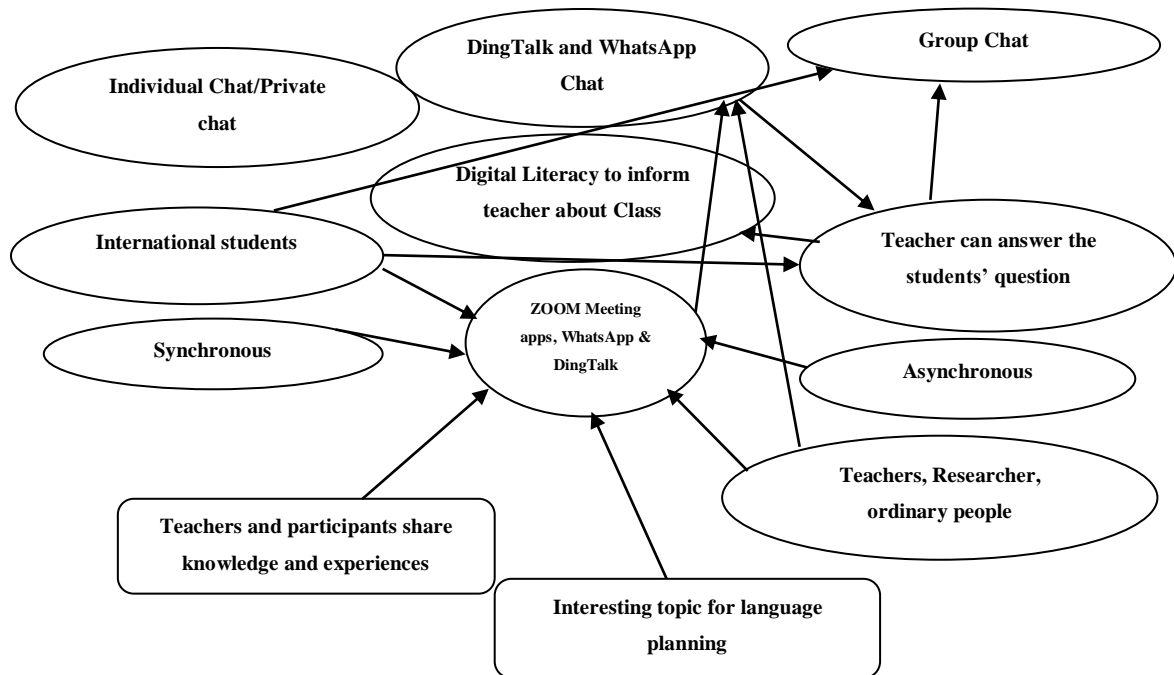

Figure 1. Progress of social media platform for increasing digital literacy practices

Communication is a tool for conveying information. People worldwide use chatting letters or voice notes to create a pathway in a conversation. They can create a new language in the text by using a short style of a word. Only members of a community can quickly understand the language. This process can have an impact on language planning for digital literacy practices. Learning can occur anywhere, thanks to transforming the house's windows into hand-shaped windows and a series of activities undertaken by learners to meet their requirements (Yan & Au, 2019). In an open learning environment, learning activity is a background that relies on exercise and is invariably grounded in circumstances, settings, and cultures (Xiao et al., 2019). STEAM uses and plays a similar role in digital literacy practices. It stands for science, technology, engineering, arts, and mathematics, and it combines various subjects in an interdisciplinary manner. Project-based Learning, Design-based Learning, 5E Learning Circle based on scientific study, and Blended Learning, created by the cross-integration of different learning modes, are the most widely used teaching methods for STEAM education in several developing countries (Chen et al., 2019). The discussion makes it simple to understand some literacy practices.

Thai landscape

The learning process creates a barrier for teachers in higher education, who hope to have a smooth formula for students in teaching and learning. It could happen at a Thai public university. It has been discovered that Thai people and some foreigners who live in

Thailand should download LINE Apps to communicate quickly, among other things. Even in some colleges and universities. LINE can help students connect and improve their behavior and attitude toward teachers' delivery of knowledge. The teachers can make group chats more convenient for students lacking in subject knowledge, creating a group chat for first-year students to deliver information in English for work class. Due to the presence of Chinese students in one study, especially in the virtual class, data can be shared via WeChat. If some Chinese students are unable to access the LINE group, a new group must be formed. It is simple to inform some students that using functional literacy with English planning is critical. The class comprises various nations, and the fixed language planning is English in all circumstances. Students can respond directly via chat group to confirm the teacher's question. There has been a significant resurgence of interest in educational research and practice (Crisanto, 2018).
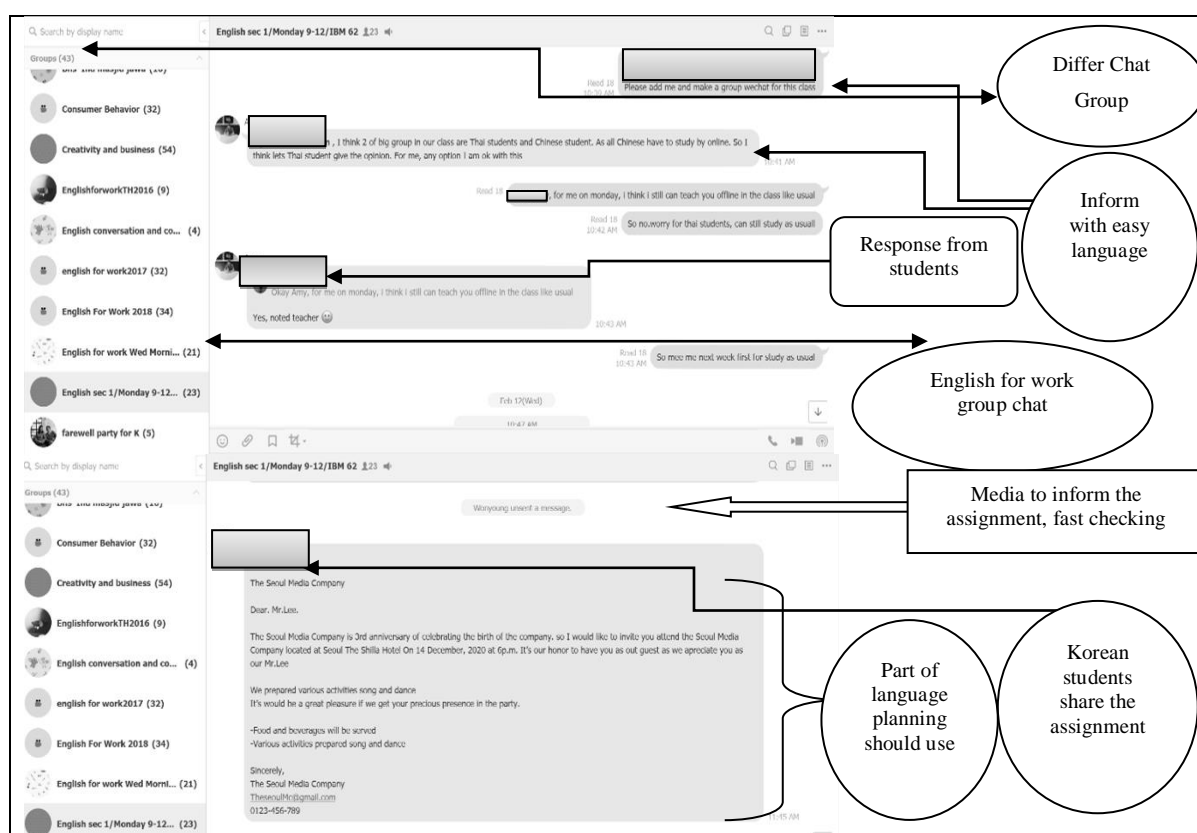

Figure 2. Language Planning using WeChat and Practice using English via Digital Platform

A student performs his work based on Figure 2 above. He has studied English for work; he is a Korean student. He made it easy for other students to understand the language. In a group chat, digital literacy practices are used by students as language planning for a university in English with WeChat. The literacy media are more flexible than traditional literacy. Internet connectivity is essential for the creation of digital literacy practices and even mobile apps. Technology is a character-building body to stand up to, but an internet connection is a spirit of digitization in everyone. WeChat and LINE, chatting, video calling, live group streaming, and increasing socialization are essential for Thailand. The new era of education can be enhanced through basic literacy practices. The class consists of Chinese students, which includes more students, can deliver media applications in mainland China. Talks motivate students to develop their English language planning in

Thailand by learning digital literacy. Students can use various Apps to view them. They attempt to select and facilitate literacy practices between Chinese and Thai students who study at a public university in Thailand.
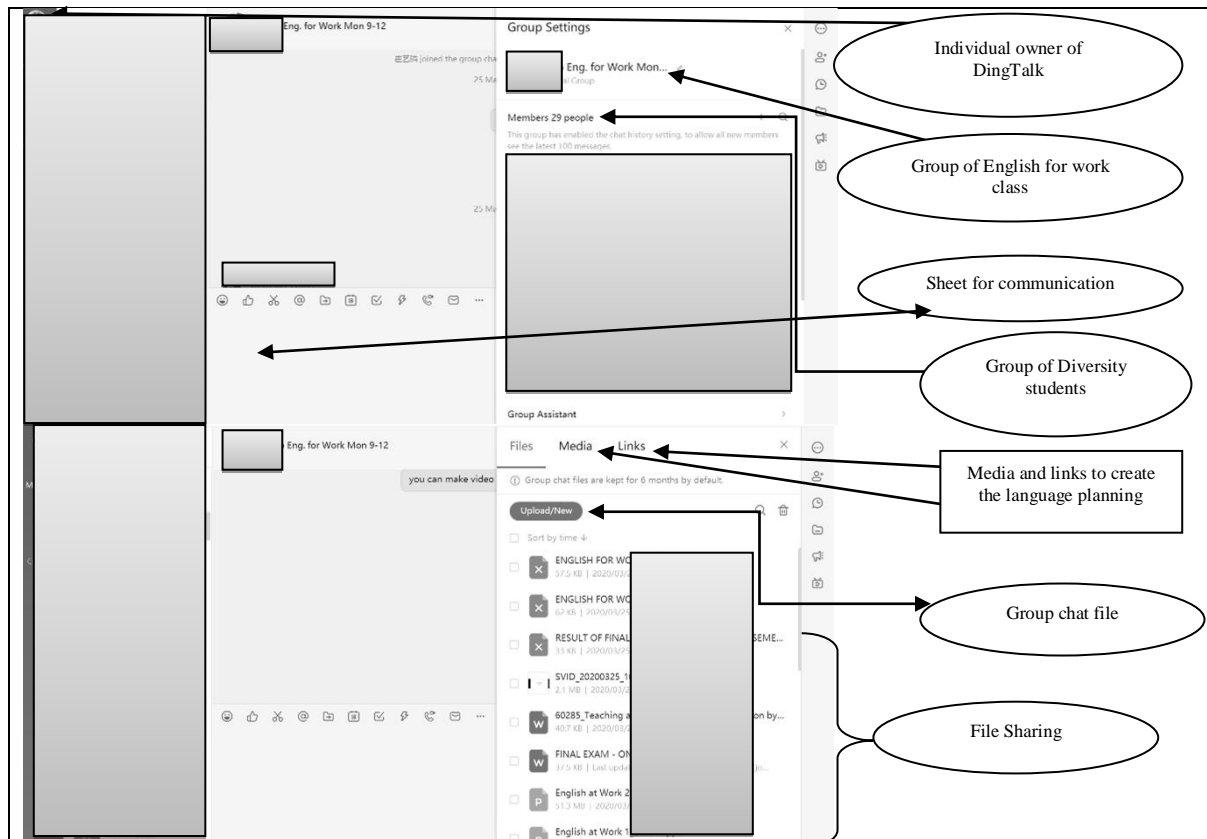

Figure 3. Language planning using DingTalk App as media to share information and learning

Figure 3 shows how using the DingTalk app can help build language-planning competence during the COVID-19 Outbreak. Online learning at a Thai public university can help to reduce coronavirus spread during a pandemic. Ding Talks app could be crucial in replacing Google Classroom, as Chinese students are unfamiliar with Google Classroom apps. The DingTalk app system is similar to the LINE groups, but it is more advanced with virtual communication, which some students use for live streaming. Faculty members can divide students into groups based on the subject classification. The DingTalk app has many functions that help students understand literacy practices in which teachers provide suggestions and assignments. DingTalk can also deliver essential files for students to read and re-read while the faculty member is unavailable. The language of planning is English, and all information is written in English as needed. DingTalk can record conversations both during teaching and learning and after the apps have been saved. Students who left the information can access it at any time. Media and links are critical in developing some of the language used in digital literacy. In any case, communication will be an excellent way to improve non-native speaker students' language comprehension competency. They must use English in all situations.
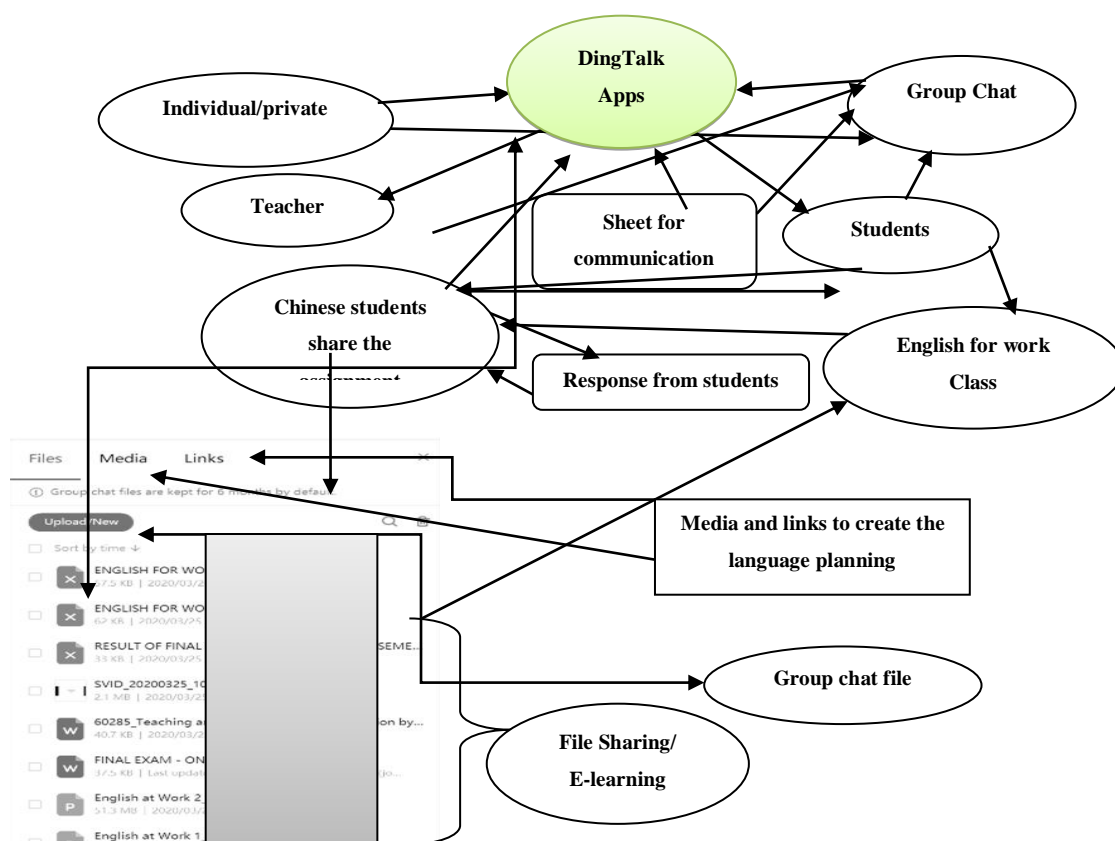
Figure 4. Students' activity using English with digital literacy practices in DingTalk app

A portion of the interactive activity entails using English for communication; mobility may involve media apps such as chatting or virtual live streaming. At the university level, some faculty members may be able to integrate literacy practices into digitalization. It is a learning exercise in how to deliver knowledge using DingTalk Apps. During the COVID-19 Outbreak, one way to maintain social distance with colleagues is to work from home (WFH), inspiring other faculty members to run digital literacy practices and even do with students. WFH is more convenient to run anywhere. Faculty members can shift their mindset from believing that they must always come to the office or work from home. There is no time limit, but success is within their grasp. It takes some strategies and methods to socialize some literature to the senior teacher to use digital tools. To incorporate traditional methods such as F2F (Face to Face) into Work With Digital (WWD) as a stand-alone component. Working and teaching can be more efficient when people are more flexible. However, the issue arises when people cannot use advanced tools to support our language planning into digital literacy practices. In some countries, webinar is now used to share knowledge through digital literacy practices.

Indonesian landscape

Indonesian students are accustomed to media chatting platforms such as Google Classroom, WhatsApp, and ZOOM meetings. During the COVID-19 Outbreak, a portion of the WhatsApp chat can train digital literacy. They encourage us to use it online to prepare for the COVID-19 Outbreak. Virtual learning is both exciting and challenging. The environment is the best school for all students to learn in. A learning environment that promotes self-regulation and leads to academic writing skills must include online and face-to-face tutorials and e-learning related to hybrid learning (Iwasaki et al., 2019). WhatsApp Chatting can benefit from digital literacy practice and has become popular and

straightforward to use. Indonesian students use it all the time for communication; what Apps talk about can shift literacy practices away from traditional methods and virtual ones. The language that students use is also common in the community. In a speech, the abbreviation can be the meaning of a word. WhatsApp chatting digital literacy practices can help with new language planning and policy. Language planning may be permitted in a region's society. Moreover, literacy is defined in greater detail within a socio-cultural context in which practices and events occur. The individual's language planning is supported by interactive communication in the socio-cultural context.
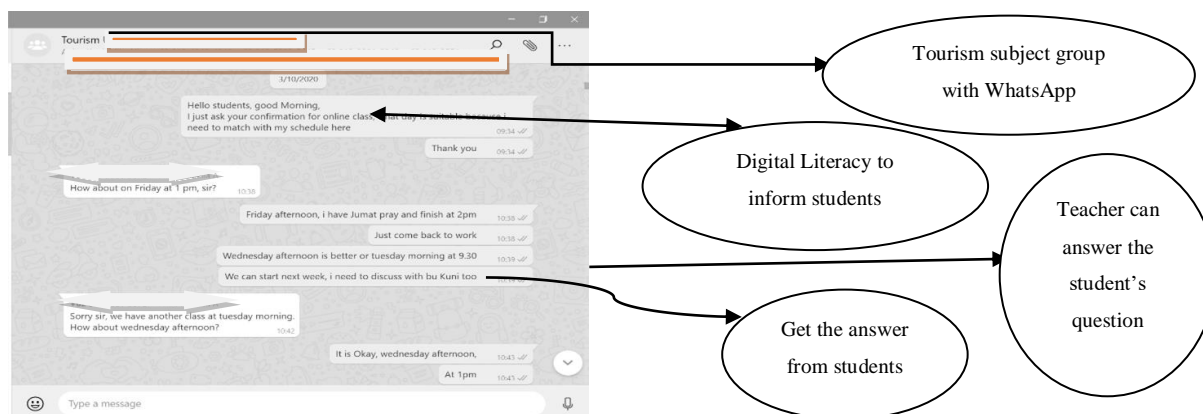

Figure 5. The usage of WhatsApp for language planning practices in Indonesia

To begin communication, Indonesian students become accustomed to using Bahasa Indonesia or a local language such as Javanese. Javanese differs greatly depending on where it is spoken. In Java Island, the Javanese language can vary from too polite speech, polite, impolite, or rough language, which can generally be used in daily social paradigms in language use and planning. When teachers and students interact in a formal setting, they must use the official language as unity. Bahasa Indonesia is a national language used to communicate across cultures. Using What Apps is a part of language planning to use English as familiarity to adopt English awareness communication at any time. In this case, the teacher is in charge of resolving the language planning in the classroom. During the COVID-19 Outbreak, all teaching and learning were done digitally. Students must follow the rule to increase the use of language in communication based on polite culture and tradition. Students can respond directly, and the other will follow the information and announcements given by the other. To achieve good digital literacy stabilization and language planning, using English in any situation becomes necessary in the virtual class; WhatsApp is only for chatting and has limited access to live streaming. Teaching, on the other hand, is more adaptable in its use of advanced technology.

With the ZOOM meeting, digital literacy can be combined with virtual communication. While some people move the temporary activity into a virtual and live conference, language planning changes significantly. Teachers teach in several open education classes, and students learn primarily online (Xiao et al., 2019). Using the ZOOM meeting can maximize learning literacy in digitalization and language planning movement; virtual communication is easy to access at any time. People require a fast internet connection to carry out digital literacy practices. Teachers and students collaborate to continue the learning process across national borders and remain in some states. There is no need for a direct meeting, and teaching-learning can proceed smoothly. Some students are motivated by digital literacy practices to adopt the new stabilization of how language planning can be

fixed and used by some people. English is one of the tools used to create literacy in online learning over long distances or across borders. Peer teaching is one method for reducing the use of technologically focused mobile phones while increasing student engagement. Peer teaching can be most effective when students interact with one another, and some students are trained to understand the function and objective. ZOOM Meetings can aid in peer teaching by providing a virtual interface for language planning. Cooperative learning in group reports allows some students to present and participate (Crisanto, 2018). Moreover, ZOOM meetings can also be used for an international webinar in Indonesia.

Every online activity includes automatic language planning. English can serve as a bridge to bring international students together for the virtual event. The communication infix can be mirrored in digital literacy practices and policy to use English. During the COVID-19 Outbreak, the virtual learning model has the potential to usher in a new era. Some conditions should be supported by innovation and creation; using communication can implement the paradigm in English. Current learning process models have shifted the discourse from learning to inclusive or customized education; the concept of "*smart learning*" has evolved as learning's conceptualization has gone (Kumar, 2018). Talking about digital literacy encourages some people to learn about it and motivates them to use English as their first language in virtual learning. The use of virtual communication has shifted the planning from blended learning to hybrid learning. Nonetheless, in light of the global pandemic situation, online knowledge helps update new information for young learners and students to motivate language and the chronic use of digital tools in literacy practices. Literacy is essential for children to understand their surroundings. Learning resources fulfil learners' perceptions of learning goals during a specific learning period when engaging with learning material, the learning environment, and teaching partners (Yan & Au, 2019).

Students' experiences in digital literacy practices

Digital literacy practices benefit both professors and students by lowering travel costs, limiting face-to-face interactions, and allowing students to engage in classroom discussions. Digital literacy practices may help students who are active in the mobile environment. In several nations, such as Thailand, South Korea, China, Vietnam, and Indonesia, teachers can routinely provide pupils with pertinent information. Students need not be concerned about COVID spreading from person to person, the exorbitant expense of relocation to Thailand, or timetable flexibility. As a student in Thailand stated, online learning requires more review or study before enrolment. *It is not the same as classroom instruction because it reduces the likelihood of encountering problems and taking action* (GF, Thailand). Every learning opportunity is possible in a blended learning environment. However, many faculty members have successfully created Web-based courses through distance education and have found success in the online classroom environment (Gonzales & de Montes, 2001). As demonstrated by Vietnamese pupils, *digital education is not all terrible* (NNT, Vietnam).

Knowledge transfer should be regarded similarly to how students who remain in the classroom should be treated. While the traditional method can facilitate effective teaching and learning, flexibility should be prioritized through the sharing and talking capabilities of the DingTalk app. Additionally, the platform can be used to power a system of active online education. An effective teaching strategy might be helpful if the faculty member and students agree on an acceptable location and prioritize internet connectivity during the learning process. Digital literacy practices may be pursued for their efficacy. International students can successfully manage their time, and synchronous and asynchronous

instruction can encourage pupils. Both facets of the learning process can contribute to the domination of the teaching-learning process. When most participants are online, online learning becomes the primary source of knowledge; conversely, when most participants are offline, offline learning becomes the primary source of knowledge. The educational system is predicated on teacher-pupil contact. Additional concepts and knowledge can be explained to students in light of their experiences or skills. Thus, online education can be successful if a faculty member embraces material that promotes innovation and creativity. Chinese students note *that online courses are convenient because they are not location-based and can help students avoid contracting the virus on the road or at school (VV, mainland China).* Additionally, interactive communication enables pupils to strengthen their mental, behavioural, and physical capacities. To summarize, students' cognitive styles can affect how they process information from professors. Intensive dialogue, which includes both asking and answering, is an efficient strategy to decrease the puzzling effect of online learning (Pytash & O'Byrne, 2014).

Students can view their successes throughout the session as they engage in interactive learning activities. Successful students can learn online through active learners. They should retain communication with their teachers regardless of whether they are stranded in their own country. Students who are not hesitant to ask their teachers questions at any time display a knowledge of the principles presented. They can recognize specific situations and constraints, whereas students can realize how to use devices or overcome obstacles to be less successful in online learning when utilizing a hybrid learning system. As cited by Korean students, *I believe that it must be possible to communicate smoothly online to learn online* (SWY, South Korea). On the other hand, Faculty members can adjust to a variety of situations while teaching three hybrid courses: traditional, offline, and online. Combining distance and hybrid learning needs some training and expertise, most notably in the area of teaching. At times, the hybrid system will fail to function correctly due to our attention being diverted.

While teaching online is challenging, if faculty members and students are required to communicate, they must prepare their brains and determine how knowledge will be delivered. Additionally, the faculty person must be able to communicate effectively with the pupils in the classroom. While they focus their efforts on online students, they have experience working in a school environment that will shift dramatically. Thus, remote learning is paired with online and hybrid approaches to enable professors and students to engage in asynchronous and synchronous literacy practice. Conducting a blending class might help students if the teaching person can emphasize diverse points of view. To educate effectively in the classroom and online, teachers must explain concepts and share them via the DingTalk share screen. Thai students are encouraged to enroll in the program. The teacher member utilized DingTalk apps and shared the screen with all pupils to study collaboratively. They will, however, receive the identical material. According to an Indonesian student*, my success in digital learning, particularly investigating online, is due to my active participation and development of my innovative abilities and my adherence to what our teacher taught us* (WW, Indonesian). Additionally, utilizing both asynchronous and synchronous methods in the DingTalk app can significantly impact both traditional and online class methods for a variety of reasons. However, most faculty members were comfortable with computer technologies (e.g., PowerPoint presentations and content-related video and audio), but they were less satisfied with mobile apps (Chang & Lan, 2021).

CONCLUSION

Language is not the only framework to be explained; functional symbols or pre-theoretical representations define cognitive actions, which can be seen as 'preformed evidence' (Nicolai, 2018). The practice of digital literacy that some people did during the COVID-19 has changed the creativity and innovation of conventional meetings in forcing virtual communication. To block the spread of coronavirus and stop the droplet due to interaction, virtual action is necessary. The changes are due to COVID-19, which frustrates some people with traditional literacy. The changes occur in language planning. Not every disaster is harmful to the people; learn from the COVID-19 Outbreak. Some other things can help to run something, update something, and challenge a new pandemic situation. The COVID-19 forces everybody to know how technology can be utilized intelligently, productive, and quickly share data. However, in practice, the lazy effect is social distancing. The announcement by the government from each country could be the leader in rural areas to follow, maintain healthy and safe conditions, stabilize the initial movement, and increase the awareness and understanding of how to solve each issue.

Language supremacy occurs when the speaker is more fluent in one of the languages in contact; that language is the speaker's dominant language, i.e., the dominant language in the speaker's original linguistic repertoire (Cerruti, 2014). Teachers, students, and parents can observe changes in learner competence levels by studying corresponding learning traces. When the student's fine-grained learning experiences and the analysis results are compiled and interpreted simultaneously, a learning trace is created (Kumar, 2018). Linguistic competence allows people to plan new languages, which they do in English language communication. Creativity is doing the new era of pandemic global is a recent phenomenon in Digital literacy practices. The world's conditions are the same. Every institution or organization hosts an international Webinar to teach students or people from all over the world. The app's meeting and usage are similar. They used digital tools such as ZOOM Meeting, Google Meet, and Cisco WebEx. They are flexible tools for conducting webinars to train new literacy practices in the same language, such as English. People can conclude from the findings and discussions that the COVID-19 Outbreak changed people's minds, constant action, teaching and learning methods, and learning through digital literacy practices.

For communication, the language planning and policy that they use in every virtual activity is English. People's mindsets in global citizens have been set up with English for daily conversation. A virtual interface can encourage people to continue running engagement conversations with others, language new understanding and routines such as offline language planning, and transition into digital language planning to anticipate and run social distancing. Using virtual or digital programs, language planning can shape people's attitudes toward staying home and working from home. Language planning can occur due to new era technology and changing individual perspectives, forcing people to abandon traditional methods of meeting and enter the digitalization era and building people's brains into literacy processes in practices.

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