**Digital Literacy for Pedagogical Practice: Examining Korean Secondary English Teachers' Competencies and Challenges**

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English language education in Korea has undergone significant changes, particularly in emphasizing digital literacy skills for students' engagement with diverse information sources. This shift necessitates digitally competent teachers; however, research guiding the development of teachers' pedagogical digital literacy remains limited. While studies have explored Korean EFL teachers' technology readiness and adoption, teachers continue to struggle with integrating digital resources into daily classroom practices with 21st-century learners.

This study investigates 76 in-service secondary English teachers' digital literacy competence in instructional design. Specifically, the study examines how teachers identify and utilize digital resources aligned with lesson objectives and analyzes how their digital literacy knowledge, beliefs, and strategies influence pedagogical decision-making. The research explores teachers' perceived levels and processing patterns of technological pedagogical content knowledge (TPACK), epistemic beliefs, and reading strategy awareness, alongside their digital literacy task performance. Both perception and process data, as well as outcome measures, are analyzed to understand teacher performance in digital contexts.

The study illuminates the complex nature of in-service teachers' digital literacy competence by examining the interplay between epistemic beliefs, strategic reading, and TPACK. It documents challenges teachers encounter in pedagogical digital literacy tasks concerning their knowledge, skills, and mindsets. The findings contribute to discussions about integrating digital technologies in English teacher professional development and inform the development of local curriculum and teacher education programs. These insights can guide the design of professional development programs that promote teachers' digital literacy competencies through authentic pedagogical task design and implementation opportunities. The implications extend to policy-level considerations for both pre-service and in-service teacher education programs.

Key words: digital literacy competence, EFL teachers, TPACK, pedagogical decision making,

teacher professional development