THE ROLE OF CRITICAL DIGITAL LITERACY IN FOREIGN LANGUAGE LEARNING: A SURVEY ON YOUNG LEARNERS

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ABSTRACT The covid-19 pandemic has brought significant disruptions to the education sector. EFL teachers ought to find ways to trigger their learners by utilizing ICT. Digital literacy tools make it possible for young learners to improve their understanding of every word, text, and meaning conveyed. There will be new risks and threats that can only be countered with adequate digital literacy knowledge in all-digital situations. Young learners are indicated as Gen-Z, which might be digital natives. Thus, this study aims to survey EFL teachers and learners in digital literacy at the level of young learners, focusing on the critical digital literacy skills in a rural school. To obtain the data, the researchers used questionnaires and some interviews. To assess the young learners' view, the authors tracked 34 EFL learners by using questionnaires. At the same time, the interview was carried out to an EFL teacher to investigate her view on this matter. Evidence showed that critical digital literacy played a crucial role in learning English, and it could increase the young learners' motivation because learning English using technology was easier and more enjoyable.

Keywords: Critical digital literacy, digital literacy skills, English as a foreign language, English learning

A. INTRODUCTION

Since March 2020, the Covid-19 pandemic has impacted various sectors, one of which is the education sector. Furthermore, people are now implementing new lifestyles, such as implementing physical distancing, wearing masks, and washing hands frequently. Therefore, to reduce the spread of the coronavirus (Covid-19), the government requires each school to implement online learning. Nowadays, schools and universities must find ways to encourage teaching and learning by utilizing Information and Communication Technology (ICT).

As a result of this condition, the stakeholders, teachers, learners, and parents must adapt to the new educational requirements. They begin to realize the importance of literacy in digital technology, with the intention that the learning process remains, even though it is still challenging for schools, learners, and parents. Using digital technology for language learning among young learners has become an essential issue among EFL teachers and learners. For EFL teachers, digital technology is beneficial because it can improve the quality of their teaching by helping young learners acquire the language (EDC, 2018). Various digital technologies are now helpful for young learners to improve their understanding of every word, text, and meaning conveyed through digital literacy tools. It proves that young learners develop their digital literacy through such digital literacy tools, encouraging self-regulated learner autonomy (Turula, 2017) when young learners force themselves to learn English.

Seeing this situation and condition certainly encourages EFL teachers to be more creative and innovative in providing English language materials and learning media that are suitable and easily accessible to young learners. Currently, there are many variations of digital media, such as Google Meet, Google Classroom, WhatsApp, and Zoom Meeting, which the teacher can choose. However, the effectiveness of learning is determined not only by the media but also by digital literacy. Teachers must master digital literacy skills and still have to control learners' daily learning activities.

The majority of studies on digital literacy in English language teaching and learning have been done, including language and literacy among bilingual learners (Castro et al., 2011), digital storytelling to support digital literacy (Churchill, 2016), an emerging framework for digital literacy (Neumann et al., 2017). Furthermore, several studies on how digital literacy is viewed have also been conducted, such as teachers' perceptions of literacy and use of technology in their classrooms (Lawrence, 2013) and teachers' perceptions of digital literacy in L2 classrooms (Sen, 2017).

The above studies fundamentally focus on perceptions or views toward the implementation of digital literacy through computers or other digital literacy tools. In Indonesia, there are several studies related to digital literacy. Supratman and Wahyudin (2017) examined the growth of internet access as part of digital literacy among Indonesian youth and adults. Similarly, Rahmah (2015) stated that the ease of internet growth negatively impacts digital literacy skills. Besides, another study by Eryansyah et al. (2019) found that not all Indonesian EFL learners could develop their digital literacy. In other words, it is because they are not provided with adequate skills and the availability of infrastructure such as computers. Kurniawati et al. (2018) analyzed the effectiveness of technology as digital media literacy in the EFL classroom. Studies show that teachers with appropriate characters better apply digital media literacy. In addition, Pratolo and Solikhati (2020) illustrated that digital literacy in Indonesia could be better developed through the use of smartphones and computers as well as the proper quality of teachers. Another study conducted by Zuroh and Liansari (2017) argued that Indonesian learners have low digital and language literacy. This happens when learners do not have the habit of reading and writing more than they usually do. However, some studies have been done regarding EFL teachers' and learners' views towards the advantages and barriers of digital literacy among young learners in Indonesian education.

Thus, this study is intended to explore the views of Indonesian EFL teachers and learners on the role of critical digital literacy among young learners. This study differs from the previous study in several respects. First, this present study tried to investigate the underlying

reasons for implementing digital literacy at the level of young learners, especially in the pandemic situation. Second, this study discussed more digital literacy that focused on critical digital literacy on young learners, where young learners might be more critical in operating technology even though not all young learners could afford digital literacy tools. Third, an EFL teacher and learners were selected deliberately in schools located in rural areas. Mudra (2018) stated that common schools are located in rural areas and technology for teaching and learning activities remains a problem.

Above all, this study tried to investigate the role of critical digital literacy perceived by EFL teachers and young learners. The following theoretical framework is provided to describe each principal term. This theoretical framework is based on the main topics: the definition of Critical Digital Literacy, Digital Literacy in learning English, and Teaching English for Young Learners.

B. REVIEW OF LITERATURE

Critical Digital Literacy

According to Davis and Shaw (2011), the term digital literacy grew popular nearby 2005. Digital literacy indicates the ability to relate to hypertextual information, which means computer-aided non-sequential. Gilster (1997) defined digital literacy as the ability to use the technology of digital devices effectively in many contexts, which refers to academics, careers, and daily life. The concept of digital literacy is the ability to understand and use information from many digital sources (Glister, 1997). In other words, the ability to read, write and relate to information using the technology through formats that existed at the time.

With the development of the Internet, any information will be easier to find. Digital literacy involves an understanding of the Web and search engines. Several users understand that not all information available on the Web has good quality. Thus, critical digital literacy competence puts a user as a more active information consumer, for instance, being able to recognize which websites are reliable and which sites cannot be trusted. In this digital literacy, users can choose a suitable machine for their information needs and use search engines effectively (for instance, "advanced search"). This is one of the implementations of critical digital literacy.

Critical digital literacy is the skills and practices that can drive the creation of digital texts, it also enables and fosters interrogation of digital multimedia texts (Avila & Pandya, 2013). Critical digital literacy has the potential to reach learners who might be reluctant to engage in print-based critical literacies work (Avila & Pandya, 2013; Dockter et al., 2010). Critical digital

literacy allows the learners to criticize the cultural world they inhabit and improve their understanding of culture while also revising their literacy and academic identity using digital tools (Lankshear et al., 1996).

Avila and Pandya (2013) added that the functional aspects of critical digital literacy (For instance, digital text production are broadly defined) focused on understanding the broader context of production and its potential impacts and outcomes. In other words, critical digital literacy is part of a more comprehensive digital literacy framework embedded in personal and professional contexts, environments, and practices.

The concept of critical digital literacy indicates a continuation of media, and digital literacy can be the primary reference in dealing with the information crisis in this technological era. More than just media and digital literacy enables users to become experienced at using digital technology and be more active in cyberspace. The concept of critical digital literacy considers the need for an understanding of the philosophical foundations of how information is accessed and produced and the ambivalent role of digital media. Improving critical digital literacy skills can be started by increasing individual awareness, thinking for a moment before sharing information. In short, critical digital literacy is a set of attitudes, understanding, and competencies to handle and communicate information and knowledge effectively in various media and formats.

Digital Literacy in Learning English

In this pandemic situation, the teacher's roles are shifting, where technology is the principal thing for online learning. In Indonesia, many teachers do not master the technology to take advantage of online learning and teaching. Therefore, they become orchestras in the learning process rather than skill-formers, facilitating learning and often learning with their learners. According to Brown and Lee (2015), the various technologies can be a valuable tool for language learners and teachers. In integrating technology in learning, it should be noted that the advantages of using technology tools might be important to think about how to take a technology-based language teaching approach.

In using digital literacy tools in learning English, Lankshear and Knobel (2006) stated that using technology to research, organize, evaluate, and communicate information and have a fundamental understanding of ethical issues peripheral the access and use of information. At the level of young learners, digital literacy in teaching and learning English needs to be acquired. To ensure that young learners are digitally literate, supporting skills that refer to information, media, technology skills, and learning and innovation skills. These literacy skills lead young learners to become critical in digital literacy. Critical digital literacy is important to

know whether young learners are ready to use digital tools for their English learning. Critical digital literacy helps young learners to continue with digital literacy tools as a requirement to become digitally literate. The concept of digital literacy competence above is very comprehensive. It reflects the proper knowledge for young learners to succeed in digital literacy. Glister (1997) formulates four categories for digital competencies, which include Internet Searching (managing information), Hypertextual Navigation (examining the main concept of knowledge), Content Evaluation (surfing information on the web), and Knowledge Assembly (determining messages or texts).

Teaching English for Young Learners

In teaching English to young learners, EFL teachers must understand the characteristics of young learners themselves. This shows a need to be explicit about exactly what is meant by the word "Young Learners". Bland (2015) explained that in the EFL world, "Young Learners" are children aged between 3 and 12 years old who are learning English. They can be divided into two groups. Very young learners are generally considered children between the ages of 3 and 5 years. They study in preschool or kindergarten. Likewise, young learners are typically considered to be children between the ages of 6 and 13 years. Young learners' teachers have a significant role. The teachers are responsible for facilitating learning. Learners will learn if they understand what they are doing.

Brown (2001) argued that young learners have short attention spans, so making lessons interesting, lively, and fun is quite helpful. Thus, learning activities should be designed to engage young learners' attention. EFL teachers need a variety of activities to be exciting, lively, and enthusiastic about the materials. As EFL teachers for young learners, they require to ensure that they take advantage of that curiosity whenever possible, and in doing so, it will help maintain attention and focus. Using technology to teach English to young learners allows teachers to create more creative and modern classrooms. Brown (2003) stated that the internet and distance education can improve the quality of language learning and provide available education. Learners always have positive and optimistic ideas about the use of technology in the classroom. In addition, if the teachers can master technology, which refers to digital literacy skills, there will be many opportunities to expand their English ability. The effect of implementing critical digital literacy is to practice digital literacy teaching in schools, where EFL teachers can manage English learning more effectively and efficiently. This is indicated by the active ability of learners to critically process English material. Hence, during the pandemic, EFL teachers need to use digital literacy to deliver material to understand easily.

C. METHOD

This study aims to survey EFL teachers and learners in digital literacy at the young learners' level, focusing on their critical digital literacy skills and their views of digital literacy in learning English for young learners. This survey deliberately selected an EFL teacher and learners in schools located in a rural area.

Respondents

The study was conducted in one of the Junior High Schools in Indonesia, which was in a rural area. The respondents of this study were a teacher and several EFL learners of the SMP Negeri 3 Pabelan, Semarang Regency, Central Jawa, Indonesia. In this study, the sampling technique used was non-probability sampling with purposive sampling technique. Sugiyono (2016) defined purposive sampling as a sampling technique of data sources with specific considerations. Hence, a total of 34 of 320 learners participated in this study. The authors selected several students in grade 7 and 8, which reflects the age of young learners, where the youngest age was in SMP Negeri 3 Pabelan.

Instruments

The technique to get the data sources in this study is a questionnaire and interview. The questionnaire for this survey was designed to determine learners' attitudes and critical digital literacy skills. Besides, the interview was used to get the data about an EFL teacher in the Junior High School. During the interview, the EFL teacher was asked to describe the young learners' digital literacy and the view of digital literacy in the English learning context. The questionnaire used in this study has been compiled according to digital literacy skills in learning English. This study instrument used a closed answers questionnaire by providing some statements, which the respondent will then answer by giving a checklist on the respondents' answers. The Likert scale measured five indicators: strongly agree, agree, neutral, disagree, and strongly disagree.

Procedures

The first stage of this study was to determine the respondents, 34 young learners and an EFL teacher. Then, the researcher surveyed SMP Negeri 3 Pabelan. Generally, the learners in a rural area would find it difficult to get a signal for online learning, but the signal available in this research area was easy to get and relatively stable. In this case, the authors wanted to collect questionnaire data through a google form and also to see firsthand the selected EFL learners' digital literacy condition. The data was obtained from filling out a questionnaire via google form with 3 questions and 10 statements. The questions section aims to obtain young learners' views about learning English by using technology. Besides, the statements section

was grouped into two indicators. First is the statement for EFL learners' attitudes about the implementation of digital literacy in learning English. The second is to investigate young learners being critical digital literacy. The interview with the EFL teacher was asked to answer several questions about the view of digital literacy in learning English.

Data Analysis

The study used qualitative data analysis techniques to describe qualitatively based on the results of the data obtained. The data is from the collected questionnaire, the percentage of respondents who offer the same answer is provided as a percentage to produce research findings. The questionnaire was tabulated to record responses from each respondent for each statement option. In addition, some important points from the interview data will be presented as well.

D. FINDINGS AND DISCUSSION

Young Learners' Responses to Digital Literacy

In this part, the authors discuss the results of the questionnaires that have been obtained from EFL learners in Junior High School, which was located in a rural area. These questionnaires consist of 3 questions and 10 statements which the authors considered as the findings of this research questionnaire. First, the authors shared the google form link then respondents answered the questions and statements according to their views. The authors chose young learners in a rural area because the authors want to know EFL learners' digital literacy skills as digital natives at the level of young learners. Whether a school was located in a rural area, teaching and learning activities in learning English have a problem with the digital literacy tools. To obtain the data, the authors made questionnaires, as shown below.

Table 1. The Result of Questionnaire (Section 1)

No	Questions	Answers and Percentage
1	What kind of device have you ever used to learn English?	Gadget/Mobile phone (85.2%); Computer (2.9%); Others (11.7%)
2	Do you have any applications that you use for learning English purposes?	Yes (52.9%); No (47%)
3	How long is the duration of using it?	Less than an hour (85.2%); More than an hour (14.7%)

Table 1 presents the participants' results answering the questionnaire questions. The results showed that EFL learners in this area had used some devices to learn English. Mostly, they preferred using gadgets which referred to their mobile phone. This indicated that although their school is in a rural area, having a mobile phone is the main thing. One of the EFL learners argued that the need for a mobile phone during the Covid-19 pandemic was essential because by using it, they could still persist in the teaching and learning process even

though it was online. The second question showed that 52.9% of EFL learners under study had applications installed on their mobile phones for learning English purposes during the COVID-19 pandemic, while the rest (47%) did not install particular application for learning English. This demonstrates that almost half of respondents did not have any English learning applications on their mobile phones. In addition, 85.2% (29 students) of them stated that the time they spent to learn English in their mobile phone was less than an hour. The rest of their time was used to access their social media. Meanwhile, the remaining 14.7% (5 students) already knew how to effectively spend their time using gadgets to learn English.

Young Learners' Attitudes to Digital Literacy Skills

The next section of the survey was concerned with a questionnaire comprising 10 statements that was distributed to the students. The statement section was grouped into two indicators, which were EFL learners' attitudes about the implementation of digital literacy in learning English and their digital literacy skills being critical.

Table 2. The Result of Questionnaire (Section 2)

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Attitudes statements						
1	I like using technology to learn English	7 (20.5%)	17 (50%)	8 (23.5%)	1 (2.9%)	1 (2.9%)
2	I learn English easier with technology	9 (26.4%)	15 (44.1%)	8 (23.5%)	1 (2.9%)	1 (2.9%)
3	Technology makes learning English more interesting	10 (29.4%)	13 (38.2%)	7 (20.5%)	2 (5.8%)	2 (5.8%)
4	I am more motivated to learn English with technology	7 (20.5%)	13 (38.2%)	9 (26.4%)	3 (8.8%)	2 (5.8%)
5	Teachers should use more technology in learning English of my classes	8 (23.5%)	13 (38.2%)	9 (26.4%)	3 (8.8%)	1 (2.9%)
Digital literacy skills statements						
6	I can do a search process on the internet	12 (35.2%)	15 (44.1%)	5 (14.7%)	1 (2.9%)	1 (2.9%)
7	I often use internet access of learning and a source of information	11 (32.3%)	14 (41.1%)	6 (17.6%)	2 (5.8%)	1 (2.9%)
8	I am confident in my search and evaluate skills in regards to obtaining information from the internet	7 (20.5%)	19 (55.8%)	6 (17.6%)	1 (2.9%)	1 (2.9%)
9	I am familiar with issues related to web-based activities (example: cybersecurity, search issues, plagiarism)	8 (23.5%)	11 (32.3%)	14 (41.1%)	1 (2.9%)	0 (0%)
10	The internet enables me to collaborate better with my peers on learning activities	11 (32.3%)	15 (44.1%)	7 (20.5%)	1 (2.9%)	0 (0%)

As shown in Table 2, most young learners in the rural area show positive attitudes toward the use of technology in learning English. As many as 7 respondents strongly agreed and 17 respondents agreed, showing that they preferred using technology to learn English. For the reasons why they loved learning English using technology, they believed that learning English using technology was easier and more enjoyable (statement 2 and 3). In addition, statement

numbers 4 and 5 indicated that most respondents agree that using technology can motivate them in learning English. Therefore, they believed that teachers should use more technology in the classroom.

The bottom half of the table shows young learners' critical digital literacy skills in processing digital tools. As shown in statement number 6, most young learners stated that they knew how to find information on the Internet, which had already been expressed in statement number 7. They often used the Internet to learn and get many resources of information, especially the learning materials. Some argued that they could easily find English material on the internet. One of them says, "Just one touch, I can find many things on the Internet". Hence, this digital era allows a lot of information readily to be acquired.

To dissect how power operates in these digital productions, consumptions, and socialization processes, learners need to develop critical literacy that enables them to filter through the abundance of information, contest, deconstruct, and critique to discover legitimate knowledge (Luke, 2003). It will be at risk if teachers do not have adequate critical digital literacy skills because they will become a source of information for their students. Especially teaching at the young learners' level, teachers are still regarded as the only credible source of information. Besides this, statement number 8 highlights that they are confident when searching for something and can evaluate obtaining information from the internet. In other words, they were already being critical to processing any information on the internet. Despite this, there was no evidence that they were already in the critical digital literacy stage. Darvin (2017) remarked that a considerable challenge for developing critical digital literacy is because digital media are entangled in learners' lives, personal and affective experiences. Therefore, it is difficult to stand back and take a more critical stance. Following the addition of statement number 9, it can be seen that they are still unsure about statement number 9, which indicated that they are familiar or not with issues related to web-based activities, with a total of 11 respondents agree, and 14 respondents neutral. In the last statement, number 10, most respondents agree that the internet enables them to collaborate with their friends on learning activities, with a total of 11 respondents strongly agree, and 15 respondents agree.

EFL Teacher' Views to Young Learners' Digital Literacy

In the final part of the survey, an EFL teacher was asked to answer several questions about the view of English learning in their school. This part explores an EFL teacher' views towards the young learners' digital literacy skills in the English learning context. Here are the results of the interviews that have been obtained from an EFL teacher at SMP Negeri 3 Pabelan, which was located in a rural area:

The conditions of the learning process in a pandemic situation.

The first question was asked to determine the condition of learning English in the school during the pandemic. The EFL teacher reported that the English learning process in one of the Junior High Schools in Indonesia, which was rural, is considered ineffective because face-to-face meetings are limited, and the time would not be optimal. Thus, since the Covid-19 pandemic first spread in March 2020, learning activities inevitably need to enhance the adoption process of new learning. The government has also implemented the PJJ program in all Indonesian education. This also causes the use of digital technology in Junior High School learners and teachers for the learning process.

> *"Pembelajaran Bahasa Inggris di SMP saat pandemi tidak efektif karena pertemuan tatap muka secara terbatas dan waktu yang tidak optimal. Oleh karena itu, semenjak wabah pandemi Covid-19 menyebar pertama kali pada bulan Maret 2020, kegiatan pembelajaran mau tidak mau perlu mempercepat proses adaptasi pembelajaran yang baru. Pemerintah juga telah memberlakukan program PJJ pada seluruh pendidikan di Indonesia. Hal tersebut juga menyebabkan semakin banyaknya kontak dengan teknologi digital oleh siswa dan guru SMP untuk proses pembelajaran."* **(An EFL Teacher)**

> "English learning in Junior High School during the pandemic is not effective because face-to-face meetings are limited, and the time is not optimal. Therefore, since the Covid-19 pandemic outbreak first spread in March 2020, learning activities inevitably need to foster the process of adopting new learning. The government has also implemented the PJJ program in all education in Indonesia. This also led to more and more contact with digital technology by Junior High School learners and teachers for the learning process." **(An EFL Teacher)**

It was suggested that the increasing frequency of using digital technology in the learning process also needs to be increased by improving their understanding of the importance of digital literacy.

Young learners' Critical Digital Literacy in the pandemic situation.

Results of the second question explained that an EFL teacher had a positive attitude toward digital literacy in the teaching and learning process. On the other hand, an EFL teacher reported that young learners' digital literacy is still minimal, which refers to their lack of critical digital literacy skills. Compare with the EFL learners' view above (The statement' result number 8). The results of this interview show that young learners lack critical digital literacy skills.

> *"Literasi digital juga menciptakan cara baru untuk mengajar dan belajar di dalam kelas. Siswa menemukan cara baru untuk berinteraksi dengan minat mereka secara online dan melalui media digital lainnya. Mereka tidak lagi terbatas pada teks fisik saja dalam hal membaca atau belajar*

lebih banyak tentang kemungkinan minat mereka. Namun, disituasi pandemi seperti ini akan ada risiko dan ancaman baru yang hanya dapat dilawan dengan pengetahuan literasi digital yang baik. Dengan begitu, penting sekali literasi siswa secara digital untuk menambah wawasan dan pengetahuan siswa. Sejauh saya tahu, siswa SMP disini masih kurang kritis dalam menyaring infromasi dari internet. Hal ini juga menjadi tugas guru dalam membantu siswa dalam memperoleh informasi yang valid dari internet." **(An EFL Teacher)**

"Digital literacy also creates new ways to teaching and learning in the classroom. Learners find new ways to interact with their interests online and other digital media. They are no longer limited to just physical texts in terms of reading or learning about their possible interests. However, in a pandemic situation like this, new risks and threats will only be countered with good digital literacy knowledge. That way, learners' digital literacy is essential to enhance their insight and knowledge. As far as I know, the learners here are still not critical in filtering information from the internet. It is also the teacher's responsibility to help learners acquire valid information from the internet." **(An EFL Teacher)**

Darvin (2017) exclaimed that the learners could understand that critique is not an endpoint, but a means to achieve genuine social transformation in an increasingly digital world by complementing critical digital literacy.

EFL teacher view: The importance of Critical Digital Literacy.

In all cases, the EFL teacher remarked that critical digital literacy is important in the teaching and learning process. As a teacher who was teaching in a pandemic situation, EFL teacher argued that the increasing use of the internet today have not only a positive impact but also a negative impact. It is possible for young learners to be easily influenced by inaccurate information if they do not filter the content had already been acquired.

"Saat ini, hampir seluruh kegiatan mengintegrasi teknologi digital. Pengintegrasian teknologi digital ke dalam konteks pendidikan ini memperhatikan berbagai hal seperti kemudahan akses terhadap informasi yang dibutuhkan, komunikasi yang lebih mudah, hingga murahnya biaya operasional yang dikeluarkan. Tetapi hal ini juga mengakibatkan pihak-pihak yang terlibat memiliki pengetahuan literasi digital yang berbeda-beda. Meningkatnya penggunaan internet saat ini tidak hanya membawa dampak positif namun juga dampak negatif. Seperti halnya siswa dapat terpengaruh dengan informasi palsu atau penipuan berbasis online. Itulah mengapa literasi digital kritis sangat penting dalam situasi ini" (An EFL Teacher)

"Currently, almost all activities integrate digital technology. The integration of digital technology into the educational context involves various things, such as easy access to the information required, easier communication, and lower operational costs. But this also causes the stakeholders involved with different digital literacy knowledge. The increasing use of the internet today does have not only a positive impact but also a negative impact. Just like the learners can be affected by hoax or online-based scams. That is why critical digital literacy is so important in this situation." (An EFL Teacher)

EFL teacher added that in the learning English context, digital literacy was beneficial in online learning activities, where the teachers and learners begin to learn to understand, explore, and use digital technology critically.

> *"Dalam konteks pembelajaran Bahasa Inggris, literasi digital sangat membantu dalam kegiatan belajar mengajar melalui daring, yang dimana guru dan siswa mulai belajar memahami, mendalami, dan menggunakan teknologi digital secara kritis."* (An EFL Teacher)

> "In the context of English learning, digital literacy is beneficial in online teaching, and learning activities, which were the teachers and learners start to learn to comprehend, explore, and use digital technology critically." (An EFL Teacher)

Based on the result of the data presented above whether from young learners' view and an EFL teacher's view, both of them had positive attitudes towards digital literacy in their English classes. They considered it an effective ability to be acquired in learning English, it can increase the young learners' motivation because they will enjoy it more. Even so, in todays all-digital situation, there will be new risks and threats that can only be countered with adequate digital literacy knowledge.

E. CONCLUSION

This study aims to survey EFL teachers and learners in digital literacy at the young learners' level, which was located in a school of rural areas. This study focusses on their critical digital literacy skills and their view of digital literacy in learning English for young learners. By comprehending the EFL teacher and learners' responses, the authors know that both of them had positive attitudes toward digital literacy in the teaching and learning process. They considered that is effective ability to be acquired by both the teachers and also their learners. Even though there is a difference between an EFL teacher's view and young learners' view, which refers to whether the young learner's critical digital literacy skills. Based on this evidence, it was reflected that young learners in a rural school still lack their critical digital literacy skills.

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