



Exploring critical digital literacy in a higher education EFL classroom: Teachers' views and practices

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Abstract

Critical digital literacy is increasingly an issue in today's technology-driven world, and it has been implanted into the Indonesian higher education curriculum to equip students with the ability to critically engage with digital information. Research related to critical digital literacy, especially in EFL settings at a higher education level is still under-explored. Therefore, in this study, the researchers aimed to explore teachers' views on critical digital literacy and their practices in integrating critical digital literacy in EFL classrooms at the university level. This research used a qualitative case study approach. The researchers collected data from three EFL classroom teachers at one of the universities in Surabaya, Indonesia. To validate the data, the researcher used data triangulation, where the data were collected from semi-structured interviews, observation, and document reviews. The data were then analyzed using thematic analysis. The data revealed two main themes including teachers' views on critical digital literacy in EFL classrooms and teachers' practices on critical digital literacy in EFL classrooms. Teachers' views on critical literacy in EFL classrooms included their understanding of the critical use of technology, their recognition of the importance of students' critical digital literacy, and the inclusion of critical digital literacy in language learning in accordance with technology development. Additionally, teachers' practices of critical digital literacy entail the provision of various online materials and platforms, the analysis of the internet sources for students' digital materials, the involvement of multimodal text in the learning process, and the students' identity development in digital media. The findings of the study shed light on the various dimensions of critical digital literacy, suggest practical insight on the integration of literacy in EFL classrooms, and call for further development on effective instructional approaches that support the use of technology that promotes critical digital literacy at the university level.

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INTRODUCTION

The development of the 21st century brings changes to various aspects of life. One of the most visible changes is the revolution in digital technology. The digital age has dramatically shifted the advancement of communication tools and the internet-based information landscape. The users of news and information have changed ways, from accessing news at a particular place and time to accessing news at a place and time that can suit their desires. The impact of this digital reform has caused people to only rely on online information and carry out literacy practices based on online digital platforms (Silvhiany et al., 2021). In the Indonesian higher education context, the government has implanted the 21st century skills including critical and digital literacy into the newest curriculum (Junaidi et al., 2020). Therefore, the study is relevant to explore the university teachers' views and practices of critical digital literacy in higher education level.

In the area of literacy, the ecology of new media and a globally interconnected world has given new definitions of what it means to be literate. Nabhan and Hidayat (2018) explained that in the traditional era, literacy was defined as the ability to read and write, however, because the 21st century brought advances in technology, literacy has a more complex meaning. Scribner and Cole (1981) emphasized that literacy competence does not only consist of the ability to read and write but includes the ability to apply knowledge to certain goals and contexts. Because of the ecology of literacy, competence that involves knowledge and skills in using digital media, as well as the ability to search, identify, evaluate, and use the information obtained is called digital literacy.

The presence of digital literacy is in line with the special skills that students must have in the 21st century. Due to the massive expansion of digital media, individuals are required to have special skills, namely critical thinking, creativity, communication, problem-solving, technical, and information literacy (Van Laar, 2020). Although digital literacy has dimensions for critical thinking, this does not guarantee that students have critical abilities in accessing digital media. Several skills are needed that must be trained and carried out continuously. Moreover, in this digital era, many teachers want to provide space for students to get to know digital media better through multimedia projects and multimodal practices (Sadaf & Johnson, 2017). Especially in the EFL classroom, which allows students to understand all cultural and social issues in various countries, they need to be equipped with critical thinking in accessing digital media. Therefore, Pangrazio (2016) specialized again in the critical understanding of digital media as critical digital literacy. Critical digital literacy (CDL) is becoming a field of study that stems from critical literacy and critical media literacy, among other fields. Critical digital literacy is not just about developing technology or critical thinking skills but is preparing students to live in a digital world. Therefore, critical digital literacy plays a role as skills and attitudes needed to access information, analyze various multimodal texts, consider information, and create narratives and counter-narratives (Hidayat et al., 2021).

Several studies have discussed the issues of critical digital literacy in general. Hidayat et al. (2021) conducted a study on the understanding and knowledge of EFL students regarding critical digital literacy. The results of this study indicated that EFL students were not aware of critical digital literacy. Additionally, the results of the relevant study were shown by Silvhiany et al. (2021) indicating that students' critical digital literacies were not sufficient to evaluate and analyze the online sources. Martinez (2019) revealed that teachers utilized online sources through discussion with their students in the classroom. However, little attention has been given to the investigation of teachers' views and practices of critical digital literacy in an EFL setting particularly in a higher education. Therefore, this study aims to explore teachers' views on critical digital literacy and their practices in integrating critical digital literacy in the EFL classroom at the university level.

Digital literacy and critical thinking

According to Hague and Payton (2010), digital literacy is an understanding and knowledge that can engage people in critical thinking, creativity, and security awareness when engaging with digital technology. In addition, digital literacy is not just a technical skill in operating digital devices but also pays attention to technology's critical and wise use. Therefore, Hague and Payton (2010) created eight dimensions of digital literacy in which all dimensions are interrelated: functional skill, creativity, critical thinking and evaluation, cultural and social understanding, collaboration, effective communication, and e-safety. Technology education that often occurs in schools focuses more on technical skills, such as how to use computers and software (Gainer, 2012). Indeed, honing students' skills in operating digital technology is one of the core things. However, a critical thinking approach is needed to implement skills such as making and consuming multimodal (Share et al., 2014).

Critical thinking is a core skill in education, especially at the higher education level. Sulaiman et al. (2008) added that the key to professional success in higher education is to prepare students' critical thinking skills because it will foster good-quality graduates. Ennis (1993, p.180) provides a view of critical thinking skills, in which it generally becomes a set of "ability" and "disposition" but critical thinking has never been practiced in a general sense. Therefore, critical thinking must focus on something specific to be effective. From the theories put forward by experts, Koh (2002) defined that critical thinking involves special skills, desires, and tendencies toward the importance of thinking and requires promotion for critical thinking.

The practice of critical thinking will depend on other dimensions of thinking which include the practice of critical reading and writing (Koh, 2002). If critical thinking skills can support the professional quality of students in college and can have many opportunities in the future workplace, then it must include a conception of thinking that moves away from problem-solving towards critical literacy. Teaching critical literacy as a thinking tool can produce active, creative, and critical learning.

Critical digital literacy

Pangrazio (2016) examined critical digital literacy in education, observing three broad approaches: (i) a critical literacy approach (i.e. ethical analysis) that focuses on the critical use of digital; (ii) a critical media literacy approach that focuses on individuals' personal experiences and (iii) digital interface design. Pangrazio (2016) states that it is difficult for any of these three models to fully account for the increasing complexity and diversity of practices, especially when applied to teaching and learning contexts. Pangrazio (2016) offers a practice that focuses on exploring and expanding human interpretive and related processes associated with the use of digital media. Within the "critical digital design" framework, techniques for "visualization", "critical self-reflection", "transcendentalism", and "interpretation and re-articulation of digital concepts" were used to re-conceptualize the CDL approach to education.

Hinrichsen and Coombs (2013) developed critical digital literacy resources that can be integrated into the curriculum. However, these five resources are interrelated: 1) Decoding: practical and operational engagement. Decoding resources or coding practice involves the ability to parse and generate text in different modes such as modes found in videos, games, computers, and social media. 2) Meaning-making: narrative complexity in the digital. Making meaning is a process of reflection in which the content, style, and purpose of the text as in dialogue are based on the experience, knowledge, and previous responses of readers. In this resource, learners need the ability to follow and create narratives from a variety of elements. The ability to make good connections between new knowledge and existing knowledge is also required. These resources also involve students' ability to express goals or intentions, or ideas in digital form. 3) Using: producing and consuming digital texts. These resources hone the ability to gather the right information, resources, and tools for a particular purpose. This includes the process of requesting, searching, filtering, and sharing. A variety of tools such as applications and modalities may be a solution, but students also need an understanding of the functions, constraints, and advantages of consuming applications. 4) Analysing: becoming discerning practitioners. Learners need to develop skills in assessing and selecting digital information. In addition, students must be able to apply critical, ethical, and aesthetic perspectives when producing and consuming digital materials. Learners may also need the previously referenced decoding skills to trace and trace their origin. 5) Persona: identity issues and the digital. In this persona resource, students are directed on how to form a multimodal identity on digital online wisely, both personally and in the community. This also requires an awareness of the ethical and cultural challenges posed when interacting and cooperating with others via digital.

The practices of critical digital literacy in a language classroom

Some of the critical digital literacy practices found by researchers are related to the dimensions of digital literacy and critical digital literacy initiated by experts. In the findings of Silvhiyany (2019), educators practice critical digital literacy in reading activities. Educators provide several applications to analyze the credibility of information sources that have been read by students for example, checking the author's background through LinkedIn, checking claims in articles by comparing them with scientific articles, and other features. These activities relate to one of the critical digital literacy dimensions, namely 'analysing' which is argued by Hinrichsen and Coombs (2013) that critical evaluation is to determine individual authorship.

In writing activities, Silvhianny (2019) also provided references to critical digital literacy practices by evaluating online information designed by scholars from the Stanford History Education Group. The assessment, which includes both paper and electronic versions, measures various areas of online resources, such as news analysis on Facebook, news analysis on Twitter, evidence evaluation, news search analysis, claims on YouTube analytics, and many other types of information from social media sites. Although intended as a tool to assess students' ability to evaluate online resources, the assessment can be used as material for teaching critical literacy.

Critical digital literacy can be integrated into listening activities by reflecting on the use of the Internet (Martinez, 2019). The teacher displays several videos, then gives questions to students such as, "Listen to the language they are using! How are they speaking? What are they saying? Does this feel okay?", "What can you tell others about yourself? Is this person really like they said?". In this way, the teacher promotes reflection on the suitability of various types of media use in daily life and encourages children to connect and analyze their emotions concerning media representation. This kind of discussion with students about their online communication, and issues related to safety, encourages reflection on how digital media are used in daily life, and how the media can be used differently (Buckingham, 2015).

In speaking activities, Martinez (2019) explained that the teacher integrated critical digital literacy through critical discussions with students about information sources on the Internet. This activity is associated with one of the dimensions developed by Buckingham (2006) namely 'representation'. The teacher gives an illustration of how to encourage students to question the truth of information and think about the author of the message (Martinez, 2019). Pandya (2018) described students' critical digital literacy practices in video speaking activities showing that the author invited students to contribute to producing civic media literacy. The results obtained in this practice, some students used literal and representative images that match the words they say. However, within and throughout the video, students experimented with images by using metaphorical images.

METHODS

This research applied a qualitative case study since this research explored a phenomenon regarding the emergence of the field of study related to the development of digital media and critical digital literacy that are practiced by several English teachers at the university level. In addition, considering the research question formulated in this study, a qualitative case study focused on answering the condition or quality and used various sources of evidence to triangulate so that the case can be understood clearly (Yin, 2003).

The data used in this research were qualitative data that were taken from EFL university teachers in English Language Education Department, at a private University in Surabaya, East Java, Indonesia. There were three teachers who were selected purposively and willing to be the respondents of the research. One teacher taught Technology-Enhanced Language Learning (TELL) subject, and the other two teachers taught the subject of Critical Visual Literature. The selection of participants was determined from the considerations of the teachers who have been teaching minimum 3 years at the university level and experienced in integrating critical digital literacy in their EFL classrooms. In addition, they also run their classrooms using digital media and multimodal texts.

In collecting data, the researchers used interviews, observation, and reviewing documents. The data triangulation was involved in order to increase the validity of the study. The researchers used semi-structured interviews since they have the flexibility of allowing the interviewer to ask unstructured questions and allow the researchers to explore issues related to the topic spontaneously. This approach allows open-ended questions to generate unexpected responses (Tod 2006, as cited in Ryan et al., 2013). The researchers developed the interviews related to the questions of the research. The interviews questions consisted of several questions including their perceptions of critical digital literacy and how they implemented the literacy into their EFL classrooms. The interviews were delivered in Indonesian language. The Indonesian transcribed data derived from the interviews were then translated into English language to be included into the quotations. To get more data, the researchers observed the English teachers when teaching a classroom at the university level whether during face-to-face class or online classes. The observations were done both face-to-face and online since the teachers used hybrid learning. In addition, document reviews were also administered. The

documents reviews were in the form of lesson plans used by the teachers in the learning process related to the digital literacy integration.

To analyze the data that had been collected, the researchers utilized use thematic analysis. The researchers adapted the steps of Maguire and Delahunt (2017) in doing thematic analysis . The first step was recognizing and understanding through reading and rereading the transcript data. In the first step, the researchers learned the data obtained from the respondents and selected the quotations. The second step was the step to generate the initial code. Coding was the reduction of data into meaningful few words in a significant and systematic way. In this step, researchers created codes from the selected quotations. The third step was to find a theme. Small data sets allowed overlap between the coding stage and the initial theme identification stage. At this stage, the data were checked and paired with several themes. In step four, the initial themes identified in stage three were reviewed, modified, and developed. The fifth step was the final step in improving the theme, identifying the essence contained in the theme. The final, sixth step was writing up the endpoint of the research.

FINDINGS AND DISCUSSION

This research aims to explore how EFL classroom teachers perceived and practiced critical digital literacy at the university level. The analysis of the data obtained from the interview, observation, and document review revealed two main themes including: 1) teacher's views on critical digital literacy and 2) teachers practices of critical digital literacy in EFL classrooms at the university level.

Teacher's views on critical digital literacy in efl classroom

The results of data analysis regarding EFL teachers' understanding of critical digital literacy, the researchers divided these findings into three sub-themes: 1) teachers' understanding of critical use of technology, 2) teachers' recognition of the importance of student's critical digital literacy, and 3) the inclusion of critical digital literacy in the language learning in accordance with the technology development.

Teacher's understanding of critical use of technology

Several respondents defined critical digital literacy as the wise use of technology and utilized digital technology critically. This was shown from the responses of teachers 1 and 2:

Jadi perlu crtical ee apa namanya bagian kritis disitu untuk mengkritisi mana yg baik dan mana yang buruk (So critical is needed, well, what's the name, the critical part is there to criticize what is good and what is bad) (T1).

Lantas, ee Critical literacy itu juga berkaitan dengan digital literacy. Sehigga kita harus bisa berfikir kritis terhadap pemberdayaan dan juga penggunaan teknologi digital (So, citical literacy is also related to digital literacy, so we must be able to think critically about empowerment and also use of digital technology) (T2).

Another response defined critical digital literacy as a student's ability to designed English skills that were integrated in digital media:

Kemampuan mereka gimana caranya mengemas. Kalau kita kan bahasa inggris ya, jadi mengemas semua ini, baik itu skill, bahasa skill, kemudian komponen nya menjadi sebuah kalau bisa dibilang apa ya, menggunakan teknologi, pastinya menggunakan teknologi... (Their ability how to design. If we speak English, yes, so we design all of this, be it skills, language skills, then the components become one thing, if you can say what it is, using technology, definitely using technology ...) (T3).

From the statements given by the respondents, critical digital literacy was defined as the ability to think critically about the use of technology and the ability to design certain components in the form of digital media.

Teacher's recognition of the importance of students' critical digital literacy

Regarding the importance of critical digital literacy in the learning process, several respondents showed their awareness of the importance of implementing critical digital literacy. The critical role of digital literacy made students independent learners, as explained by one of the teachers:

Nah, dengan adanya critical digital literacy ini diharapkan ketika mereka faham apa yang harus mereka lakukan itu akan lebih baik. Karena kuatirnya ketika mereka itu ketika belajar nya di luar kelas, seperti itu kan tanpa kontrol langsung dari dosennya, atau mungkin dari gurunya untuk siswa. Itu kalau mereka tidak dibekali critical digital literacy, itu kan lumayan membahayakan, sehingga ketika nanti mereka tahu, atau mereka memahami terkait critical digital literacy, nanti ketika mereka belajar sendiri di luar, itu lebih aman karena segi keamanan itu juga salah satu yang menjadi prioritas dalam pembelajaran. (So, with critical digital literacy, it is hoped that when they understand what they have to do it to be better. Because the worry is when they study outside the classroom, it's like that without direct control from the lecturer, or maybe from the teacher for the students. That is, if they are not equipped with critical digital literacy, that's quite dangerous, so that later when they know, or they understand about critical digital literacy, later when they study on their own outside, it's safer because in terms of security it is also one of the priorities in learning. (T1)

Focusing on students' abilities to utilize the digital world, another teacher explained that critical digital literacy helped students to be more selective in consuming digital media online. Moreover, considering as future teachers, students were required to promote using digital media wisely.

Pentingnya CDL itu adalah membuat kita lebih waspada, lebih bisa selektif, terhadap informasi, terhadap apapun yang telah didistribusikan atau disumbangkan, atau diberikan oleh dunia digital terhadap kita ... saya berharap mahasiswa pendidikan bahasa inggris yang merupakan calon guru bahasa inggris memiliki wawasan kompetitif untuk berpikir kritis karena mereka adalah calon guru .. calon guru bukanlah orang yang memberikan doktrin, tapi membuka pikiran siswanya sehingga mereka harus tau cara menggunakan sosial media, cara menggunakan media digital yang bijak yang bisa bermanfaat dan dapat berguna bagi siswanya nanti. Itu harapan saya. Karna sekali lagi, berpikir kritis ee dalam dunia digital itu adalah hal yang sangat crucial dan mereka adalah jembatan untuk meluaskan CDL itu sendiri. (So, the importance of CDL is to make us more alert, more selective, to information, to anything that has been distributed or donated, or given to us by the digital world... I hope that English language education students who are prospective English teachers have competitive insights to think critically because they are prospective teachers. Prospective teachers are not people who provide doctrine but open the minds of their students, so that they must know how to use social media, how to use digital media wisely which can be useful and can be useful for their students later. That's my hope. Because once again, critical thinking in the digital world is very crucial and they are a bridge to expand the CDL itself) (T2).

On the other hand, critical digital literacy was also able to train students' higher order thinking skills in criticizing the material being discussed as explained by another teacher in the interview:

Di sekolah-sekolah itu sekarang sudah harus harus higher order thinking skills itu harus.. kita sebagai dosen harus bisa ee gimana caranya itu.. itu mahasiswa bisa bisa kritis terhadap materi, terhadap materi yang akan kita bahas gitu. (In schools now, they have to have higher order thinking skills... we as lecturers have to be able to do that... how can students do that? critical of the material, of the material that we will discuss) (T3).

From the above statements, the respondents emphasized that the importance of implementing critical digital literacy did not only affect students' ability to select everything in digital media, but also trained students' higher-order thinking skills so that students can learn independently outside the classroom.

The inclusion of critical digital literacy in the language learning in accordance with the technology development

The application of critical digital literacy in the learning process certainly adjusted between material needs and also developing technology. In this finding, critical digital literacy can be applied in all materials or courses, considering that technological developments in the world of education can make the learning process more interesting, as explained by the teacher:

Jadi apapun bentuk mata kuliahnya, apapun bentuk pelajarannya, saya kira diiringi dengan perkembangan teknologi itu akan lebih menarik ya... shg ketika kita menggunakan media digital, ya pasti akan dibarengi dengan critical digital literacy itu tadi, gitu. (So whatever the form of the course, whatever the form of the lesson, I think accompanied by technological developments it will be more interesting... so I'm sure when teaching using digital media is interesting, so when we use digital media, yes, it will be accompanied by critical digital literacy, like that) (T1)

Likewise, Teacher 3 argued that critical digital literacy can be applied to every subject.

Jadi setiap pertemuan, sebelum kita ketemu, mereka itu sudah membaca. Mereka sudah mencari tau ee entah itu dari bahan saya, ini loh saya punya link.. contoh nya gitu. Ini loh, saya punya materi di bambozel, saya punya materi di kahoot dan sebagainya, baca.. jadi ketika kelas, langsung gimana kerjaanmu? langsung diskusi dan lain sebagainya gitu. (So every meeting, before we met, they had already read it. They've already found out whether it's from my material, here I have a link... an example like that. Here you go, I have material in bambozel, I have material in kahoot and so on, read it.. so during class, immediately "how is your work?" direct discussions and so on) (T2).

From the explanations given by the teacher, it can be seen that critical digital literacy can be implemented in every lesson or every course that uses technology, especially internet-based technology.

Teacher's practices of critical digital literacy in efl classroom

The results related to the practices of critical digital literacy are classified into four sub-themes, including: 1) providing various online materials and platforms, 2) analyzing the internet sources for students' digital materials, 3) the involvement of multimodal text in the learning process, and 4) building students' identity on digital media.

Providing various online materials and platforms

In promoting critical digital literacy, the main things that teachers did were providing some online digital resources and platforms, as explained by several teachers in recommending students to be assisted in doing assignments:

Misal nih, kita mau paraphrase ... sekarang itu sudah ada artificial intelligence yang membantu kita. Nah seperti itu, kalau mau cari ya salah satunya di sebutkan dengankata, misal dengan Quilbot, dengan parahraser, gitu ya. (For example, if we want to paraphrase ... Now there is artificial intelligence that can help us. So, like that, if you want to search, yes one of them is mentioned with the word, for example with Quilbot, paraphraser, that's how it is. That I'm sure they are easy to find with those keywords) (T1)

Furthermore, one teacher also facilitated online digital platforms for the continuity of the learning process. A teacher stated:

Jadi mungkin selain hal itu seperti penggunaan LMS juga jadi kalau materi-materi yang terkait mungkin ehh.. perlu referensi biasanya saya berikan referensinya di materi tersebut trus saya upload di LMS seperti itu (So maybe other than that, like using an LMS too, so if related materials might need references, I usually give references to the material, then I upload it on the LMS like that) (T1).

In supporting students to always be creative in digital online, another teacher provides assignments to work on digital platforms, as the following statement:

E-story, E-story gitu.. jadi kita dengan bebasnya membuat story disitu, kayak buku gitu, e-book.. storyjumper nah kita kan bebas ya disitu.. ada apa itu namanya gambar-gambar dan sebagainya.. kan bebas.. pernah juga pakai quizizz, kahoot, banyak banget (E-story, E-story like that.. so we freely make stories there, like books like that, e-books.. storyjumper, so we're free right there.. there are pictures and so on.. it's free.. have you ever used quizizz, kahoot, many more) (T3).

In addition, the result was also supported with the document review of the teachers' lesson plan indicating that teacher provided several online materials and platforms online digital. In this case, it can be seen that in the scope of education, various digital platforms are needed to create creative and innovative learning, as to make it easier for students to complete their assignments.

Analyzing the Internet Sources for Students' Digital Materials

Considering that everything contained in the digital world is not always trusted, the teacher also taught their students how to evaluate sources of information. The following is the teachers' response:

Kalau di aplikasi misalnya ini ratingnya berapa itukan keliatan selain itu dari review kan keliatan, itu mungkin perlu disampaikan kalau reviewnya nah dibaca kalau reviewnya ndak baik yaa.. cari yang lain gitu.. kalau di web sendiri itu sebetulnya kalau penilaiannya karna dari jumlah kunjungan juga terlihat yang pertama, yang kedua ketika posisinya yang di atas biasanya dia banyak yang akses gitu (in an application, for example, what's the rating, you can see that apart from the review, it looks like it might need to be conveyed read the review, if the review isn't good... look for something else... on the web itself, actually the rating is because of the number of the visitors was also seen, the second when the position above usually has a lot of access like that..) (T1).

Focusing on writing about research and articles that are trusted and have high value, teachers also told students how to assess a source can be used as a credible reference. A teacher stated:

Kalau jurnal bagaimana? Kita punya semuanya patokan patokan nya misal kalau di internasional kita mengenal adanya scopus, di indonesia kita mengenal namanya sinta, sehingga ketika nanti kita menulis itu kalau bisa ya cari jurnal-jurnal yang terbitannya yang ter-akreditasi (how about a journal? We have all the benchmarks, for example internationally we know Scopus, in Indonesia we know Sinta, so when we write later, if possible, look for journals whose publications are accredited) (T1).

Another teacher responded:

Secara garis besar, saya memberikan wawasan tentang ee website yang sangat berguna ee untuk mereka, terutama websiite sperti ee apa itu, saya lupa, sci-hub, nah itu, dan juga misalnya library genesis, lib-gen itu ya, ya, atau juga book finder dan sebagainya itu. (in general, I gave some insight about the website which is very useful for them, especially websites like Sci-hub, well that, and also for example Library Genesis, Lib-gen, or also Book Finder and so on (T2).

Additionally, it is supported by other teacher statement:

Kalau mau cari sumber, mungkin cari artikel atau apa.. itu ee.. coba ee ke ini, ya kalau lower nya ke google scholar lah tapi kalau lebih high mungkin ke research gate.. kayak gitu.. itu di awal sudah saya jelskan.. ee kemudian di.. di ee ERIC, terus di Garuda, itu terus kan ada banyak.. banyak sekali.. apalagi yang scopus-scopus itu. (if you want to find a source, maybe look for an article or something.. that's um.. try this, ok if it's lower, go to Google Scholar, but if it's higher, maybe go to the ResearchGate ... I explained that earlier. um, then... Eric, then Garuda, there's still a lot... lots of them... especially the Scopus ones) (T3).

Based on the explanations by the teachers, it can be seen that in higher education, students needed more guidance on how to find credible and trusted sources, so that students are assisted in completing their writing.

The involvement of multimodal text in the learning process

Not only teaching students how to utilize digital media wisely, but also teachers encouraged students to produce creativity by involving multimodal elements on digital platforms. The teacher stated:

Mata kuliah literatur saya juga meminta untuk membuat film pendek yang mana sebelumnya mereka menjadikannya sebagai suatu naskah kemudian dituangkan dalam film pendek saya membantu mereka untuk menyeleksi naskahnya membantu mereka untuk mempercantik alur ceritanya dan juga mempertajam konflik yang ada didalamnya, jadi saya sempat membimbing mereka tapi kalau untuk urusan editing video dan sebagainya itu mereka sudah memiliki kompetensi itu. (in literature courses I also asked to make a short film which before they made it as a script then poured it into a short film. I helped them to select the script helped them to beautify the storyline and also sharpened the conflicts in it, so I was able to guide them, but when it comes to video editing and so on, they already have that competence) (T2).

Aiming for students to be able to utilize and involve social media in the learning process, the teacher gave assignments related to the material being studied and then uploaded them on social media platforms. The teachers responded:

Jadi di kelas tourism ini saya minta mereka untuk membuat instagram kan, membuat instagram tentang travel agency nya mereka.. gitu. Jadi mereka harus mengisi instagramnya itu dengan ee postingan-postingan, dan pastinya gambar juga. (So in this tourism class, I asked them to make an Instagram, right? Make an Instagram about their travel agency... that's it. So they have to fill their Instagram with posts and of course pictures too) (T3).

Moreover, based on the observation, it was showed that the teacher involved multimodal texts by facilitating students in making portfolio designs related to the material being discussed. In this practice, the teacher provided critical digital literacy by giving assignments or encouraging students to be creative with multimodal text elements. In addition, the teacher also encouraged students to utilize student social media as a learning platform.

Building students' identity on digital media

Being wise in consuming and producing digital media is also necessary, not only because students can sort and find sources of information to support the learning process, but critical digital literacy is also present so that students can form a good identity in the digital world, especially in social media. T1 provided a reason why students must be wise in publishing everything on digital platforms, which greatly influences the assessment when students take part in selection at a corporate agency.

Sekarang sistemnya HRD minta apa, sosial medianya apa, dan disitu akan dilihat track record nya seperti apa di sosial media ... saya sampaikan menggunakan LinkedIn, mereka saya minta untuk mengumpulkan semua ee aktivitas terkait akademik di situ, supaya nanti ketika kita melamar kerja itu salah satu sosial media yang kita bagikan itu, mungkin kita punya instagram, tapi instagram kita mungkin bejekan, ya nggak usah dibagikan, LinkedIn nya aja yang dibagikan. Tapi, ee sejauh ini saya sampaikan sosial media dirawat dengan baik, maksudnya dirawat dengan baik itu ya diisi dengan hal-hal yang positif... dan itu akan mepresentasikan siapa diri kita, seperti itu. (Now what is the HRD system asking for, what is your social media, and there you will see what the track record is like on social media... I conveyed it using LinkedIn, I asked them to collect all academic-related activities there, so that later when we apply for jobs That's one of the social media that we share, maybe we have Instagram, but our Instagram might be ridiculed, so don't share it, just share LinkedIn. But, uh, so far I've said that social media is well cared for, meaning it's well cared for, yes it's filled with positive things... and that will represent who we are, like that) (T1).

Focusing on the use of social media, T2 explained the importance of paying attention when uploading something on student social media.

Yang saya bahas dimata kuliah kreatif writing dan industry menjadi bijak di sosial media itu krusial karna apa sosial media itu adalah ruang publik yang selalu saya sampaikan, jadi sosial media akun yang anada miliki memang pribadi milik anda tapi ketika akun itu sudah anda lemparkan ke sosial media maka itu bisa dikonsumsi oleh publik sehingga anda harus bisa memisahkan antara urusan pribadi dengan urusan publik, tunjukan kreasi kalian daripada urusan personal ... penting untuk menjadi dewasa dengan cara menseleksi apa yang kita posting dan apa yang seharusnya kita posting dan apa yang seharusnya tidak kita posting. (What I discussed in creative writing and industry courses, being wise in social media is crucial because what social media is a public space that I always convey, so the social media account that you have is privately yours but when you throw that account on social media then it can be consumed by the public so you have to be able to separate between private affairs and public matters, show your creations rather than personal matters ... it is important to be mature by selecting what we post and what we should post and what we should not post) (T2).

In addition, the result of the observation revealed the practices of teachers in promoting selective use of social media and explaining the impacts of social media, one of which was that social media can brand identity, whether it's good or bad. Integrating critical digital literacy can be in the form of teaching students to form a good identity by guiding students to always pay attention and select what should and should not be published.

Discussion

Teacher's views on critical digital literacy in efl classroom

The results of the research show general views, from teachers defining critical digital literacy to the importance of critical digital literacy to be applied to the learning process. Several teachers have elaborated on their views on critical digital literacy. Not only regarding the ability to use technology, but critical digital literacy is also a competency in using digital media by being critical in assessing the good and bad things about the empowerment and use of digital technology. As stated by Pangrazio (2016), critical digital literacy requires rethinking digital practices. Other teachers defined critical digital literacy as an extraordinary ability to package various components in the digital world. Moreover, Avila and Pandya (2013) defined critical digital literacy as abilities and practices that can lead users to be creative with digital technology and integrate digital multimedia text.

After defining critical digital literacy, teachers realized the influence of critical digital literacy will have a very important impact on the learning process. This is in line with the results of research conducted by Armanda and Yosintha (2022) which show the results of teachers' views regarding the importance of critical digital literacy considering the increase in internet use which has both positive and negative sides. Thus, after integrating a critical digital literacy approach during the learning process, teachers expect students to be able to consume and produce everything in the digital world wisely and independently.

In integrating a critical digital literacy approach, in which technology becomes an intermediary so that its application can be well understood by students. Some teachers stated that it was undeniable that every type of learning always involved technology. Because basically, the use of technology in the learning process will make learning more interesting and meaningful. As stated by Brown and Lee (2015), the use of various technologies is an invaluable tool for teachers and language learners. This is also in line with the results of research conducted by Aleayoglu et. al., (2008) that provide technological implications for educational practice, one of which is that teachers need to combine technology that is appropriate to the course and digital material pedagogy.

Teacher's practices of critical digital literacy in efl classroom

Meanwhile, in integrating critical digital literacy, teachers practiced critical digital literacy by providing internet resources and digital platforms, selecting good and credible sources, involving multimodal texts, and encouraging students to form a good identity in the digital world. Teachers practiced critical digital literacy which is related to several frameworks developed by Hinrichsen and Coombs (2013). As demonstrated by teachers in the interview results, teachers provided a critical

digital literacy approach by providing online digital resources and platforms. Related to a framework called "using", this practice is intended to use or utilize digital in an appropriate, effective, and innovative manner. As well as providing online resources such as Quilbot to assist students in paraphrasing writings and provided English government websites that aim to find credible information so that students can carry out their assignments in English Tourism courses properly. In addition, the teacher also provided digital platforms such as Story Jumper which is a place for students to be creative freely. This is also in line with the findings of research conducted by Silvhiyani (2019) in which teachers provide websites such as LibGuide to assist students in selecting information sources found on digital online.

Besides providing online digital resources and platforms, teachers also taught students how to analyze whether these resources were suitable for supporting the student learning process. This practice is related to Hinrichsen and Coombs's (2013) framework, namely "Analysing". One of the teachers told me how to assess reliable sources of information through the "Review" feature. Focusing on sources that can assist students in finding credible references, teachers provide recommendations for journals that have been accredited by Sinta or Scopus, such as Research Get, ERIC, and Lib-Gen. This finding is also in line with the results of research conducted by Rinekso et al., (2021) indicating that students access credible journals in finding reference sources. Meanwhile, another study by Martinez (2019) revealed that teachers analyzed online sources through discussion on the veracity of information online with their students.

Critical digital literacy also involves the practice of producing multimodal text elements which are contained in the framework made by Hinrichsen and Coombs (2013), namely "using". The teacher encouraged students to produce multimodal text elements on digital media. In this case, the teacher also involved collaborative aspects between students. Such as activities in making a short film that requires creativity and collaboration from several students. In addition, the teacher also encourages students to take advantage of student social media. Another study conducted by Pandya (2018) revealed the way teachers practice critical digital literacy by giving their students a project in the form of making a video about students' life stories.

How students produced things in digital media was also a discussion in critical digital literacy. Based on Hinrichsen and Coombs's (2013) framework called "Persona". This framework discusses how students build their identities well in digital media. This can affect an individual or group's identity value in the digital world. Therefore, students must pay attention to what they share on digital media. Teachers lead students to always share positive things such as being creative and not being too personal. Pangrazio (2016) also added that critical digital literacy has emerged which seeks to explore individual personal experiences. In this regard, Potter and Banaji (2012) suggested the theory of self-curatorship to understand the production and representation of identity through digital media.

CONCLUSION

This research has explored teachers' views on critical digital literacy, as well as how teachers integrated critical digital literacy in EFL classrooms at the university level. The results show that teachers perceived critical digital literacy as students' ability to use technology critically, which can select reliable resources in digital media. Thus, teachers assumed that a critical digital literacy approach made students more selective in using digital media so that students were able to become independent learners. Integrating critical digital literacy required technology as an intermediary. Teachers thought that it was very possible if the critical digital literacy approach was applied in all courses, considering that technology in education was increasingly developing and attractive. In integrating critical digital literacy competencies, teachers had several ways to implement them in the learning process in EFL classrooms, including providing various sources and internet platforms that can support and assist students during the learning process, analyzing credible and trusted sources of information and references, and encouraging students to produce creativity from multimodal text elements. Moreover, teachers also taught students awareness of the identities they formed in the digital world. In addition, Future studies are suggested to explore the application of the critical digital literacy approach in more specific language competencies in EFL classrooms.

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