

Investigating the Role of Digital Literacy on Language Students' Survival Skills in Distance Learning

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Abstract: The rapid advancement of digital technology necessitates the development of digital literacy skills that can assist students in surviving their distance learning experiences. In this context, this mixed-method study aimed to investigate how language students integrate digital literacy into their distance learning classroom and what digital literacy skills they frequently practiced. This research employed descriptive statistics design. The respondents of the study were the language students at the university and were chosen purposively. The research instrument utilized was the web-based survey using Google Form. The quantitative findings revealed that language students frequently integrate digital literacy into their distance learning. Meanwhile, digital literacy skills in terms of understanding digital practices, finding information, using information, and creating information were also frequently practiced by the respondents. The qualitative data suggested that language students have demonstrated positive integration of digital literacy into their distance learning; thus, the researchers concluded that digital literacy skills are needed to survive in distance learning classrooms.

Keywords: *Digital Literacy, Distance Learning, and Survival Skills*

I. INTRODUCTION

The Covid-19 pandemic has impacted various aspects of human life, and the government has implemented mass gathering restrictions as well as a health distancing policy to limit the spread (Favale et al., 2020; Elliston, 2020). Students' learning activities in the educational field have been transformed into distance learning using technology and the internet (Churiyah et al., 2020; Narmaditya et al., 2020). Distance learning provides opportunities for students to improve their skills as it delivers new learning activities that save students' time by simplifying the overwhelming tasks associated with modern learning via the internet. The Internet enables students to communicate, entertain themselves, and learn about current events, as well as obtain information that drives different perspectives of knowledge.

According to Tejedor et al. (2020) study, there is a need to improve digital skills, particularly communication, teaching, and methodology. The reason behind this is that digital literacy has the potential to influence the output of learning outcomes on students' academic achievement (Yustika and Iswati, 2020). The development of digital technology has made digital natives encounter situations that require survival skills to face intense competition in the digital age.

Currently, the digital era has come to be included as a part of every educational area, which includes language education. The massive expansion of the digital era requires unique

talents that can help students live on in the twenty-first Century and digital age competition. These twenty-first-century skills include essential wondering, creativity, conversation, teamwork, and ICT and statistics literacy (Thijs et. al, 2020). It's far generally regarded that digital technology plays an important role inside the virtual age. As a result, there is a need to shut the space in digital device accessibility and increase possibilities to get admission to technology as a way to create equality. However, creates tremendous trouble: students' failure to recognize how to use such technology in the studying system (Littlejohn et. al, 2012). Despite the fact that students are able to access technology, they may be not able to use it correctly, especially on the subject of the learning process (Shopova, 2014).

Moreover, Bekker et al., (2015) introduced that digital literacy is one of the competencies that should be possessed within the twenty-first century. Digital literacy may be described because of the capacity to understand, interpret, speak, and create records acquired via all digital sources. Digital literacy entails greater than the mere capacity to apply software or operate a virtual device; it includes a big sort of complicated cognitive, motor, sociological, and emotional abilities, which users need for you to function effectively in digital environments (Eshet, 2004). The development of the literacy degree of students and their virtual competence is essential for enhancing the effectiveness and efficiency of gaining knowledge of manner as well as for the variation of students to the dynamically changing labor market.

Furthermore, as stated by Tzifopoulos (2020), since the Coronavirus pandemic came to the spotlight, people have experienced unusual events and must adapt to the changes. This case forces the nation to adapt to new situations in all aspects of our lives. As a result, the education sector is undergoing a brief transformation. People are locked up in their homes, and teachers teach via distance education systems. Teachers had been pushed into the "survival" battles. Students learn remotely, write assignments, and perform in the virtual world. Meanwhile, digital technology has become an integral part of every educational field, including language learning. The rapid advancement of digital technology necessitates the development of digital literacy skills that can assist students in surviving their distance learning experiences. In this context, this research study aims to investigate the role of digital literacy on language students' survival skills in distance learning. Specifically, it sought to answer the following research questions:

1. How are language students integrating digital literacy into their distance learning?
2. What digital literacy skills are language students frequently practice in their distance learning classroom in terms of:
 - a) Understanding Digital Practices;
 - b) Finding Information;
 - c) Using Information; and
 - d) Creating Information

II. METHODOLOGY

Participants

This mixed-method study aimed to investigate how language students integrate digital literacy as survival skills into their distance learning. It also sought to determine what digital literacy skills they frequently used in their distance learning classroom. This study adopted a

descriptive statistics design including both quantitative data from 86 language students through a scale and qualitative data gathered using a questionnaire containing open-ended questions to be able to ‘extend, refine or explain’ the quantitative findings. This research conducted purposive sampling and recruited 86 language students from Isabela State University – San Mariano Campus, specifically education students majoring in English. All participants were distance learning language students who were active internet users. Thus, these students are considered “digital natives” (Prensky, 2001) and immersed in digital technology.

Instrument/s

According to Creswell (2007), data collection techniques include observation, interviews, audiovisual materials, questionnaires, and documents. In this case, data were gathered through the use of a questionnaire containing statements with a Likert scale consisting of four answer choices. The researchers used a Google form to conduct a web-based survey. Furthermore, the data was analyzed to determine how language students integrate digital literacy as a survival skill into their distance learning, as well as which digital literacy skills they frequently practice in their distance learning classroom.

Table 1. The adjectival rating is defined by the scale.

Weight	Mean Range	Adjectival Rating
4	3.51-4.50	Always
3	2.51-3.50	Often
2	1.51-2.50	Sometimes
1	1.0-1.50	Never

In this study, a forced Likert scale or a four-point Likert scale was used to determine how language students' integrate digital literacy into their distance learning and what digital literacy they frequently practiced. The reason for including this scale as a measurement instrument was that it employs a four-point scale to elicit specific responses.

Table 2. The results of the reliability analysis.

Category	No. of Items	Cronbach's Alpha	Internal Consistency
Integrating Digital Literacy into Distance Learning	13	0.87	Good
Understanding Digital Practices	7	0.88	Good
Finding Information	7	0.82	Good
Using Information	6	0.88	Good
Creating Information	7	0.89	Good

The survey questionnaire underwent a reliability test using Cronbach's Alpha to measure the internal consistency. The results of the test were shown and an interpretation of internal consistency was provided.

Procedure

According to Miles et al., (2014), data analysis consists of three steps: collecting data, condensing data, displaying data, and drawing conclusions. Initially, only data related to the research were processed, while unrelated findings were discarded. The processed data in this study came from a web-based survey conducted with a Google form. Data collected from both qualitative and quantitative data was condensed; the data was displayed descriptively after being transcribed, coded, and generated. Finally, the conclusion was drawn as the final result of the study.

III. RESULTS

The integration of digital literacy in distance learning classroom

In line with our first research question, we initially tried to identify how language students' integrate digital literacy in distance learning and we carried out a descriptive analysis of the survey and in Table 3 below, descriptive results belonging to a four-point Likert scale were given. Qualitative findings were also evaluated to support the quantitative data.

Table 3. Language student's integration of digital literacy into their distance learning classroom

Indicator	Weighted Mean	Adjectival Rating
1. Empowering the internet as one source of additional learning information.	3.67	Always
2. Using YouTube as an interactive media learning platform.	3.09	Often
3. Using different internet sites and search strategies to find and select a range of different digital resources.	3.50	Often
4. Creating my own digital resources and modify existing ones to adapt them to my needs.	2.70	Often
5. Using social media platforms (Messenger, Facebook, Telegram, Email, etc.) as a means of communication.	3.93	Always
6. Distance learning materials are delivered using educational applications (Edmodo, Google Classroom, Google Meet, and Zoom).	3.91	Always
7. Distinguishing right content from false information.	3.38	Often
8. Citing sources to avoid plagiarism.	3.67	Always
9. Using digital technologies to work together with classmates, teachers, and friends.	3.80	Always
10. Participate in online training opportunities (e.g. webinars).	3.12	Often
11. Using PowerPoint presentation to design and deliver lessons (e.g. reporting, presentation)	3.70	Always
12. Using digital notes to make a list of activities, examinations, deadlines, and other school events.	3.40	Often

13. Observing E-safety or online safety whenever using any digital devices and platforms.	3.59	Always
Overall	3.50	Often

The data presented in Table 3 is the outcome of a survey conducted to evaluate the integration of digital literacy into distance learning obtaining an overall mean of 3.50. The indicator “Using social media platforms (Messenger, Facebook, Telegram, Email) as a means of communication,” was marked as first for obtaining the highest mean of 3.93, it was followed by the indicator “Distance learning materials are delivered using educational applications (Edmodo, Google Classroom, Google Meet, and Zoom)” with a mean of 3.91. “Using digital technologies to work together with classmates, teachers, and friends,” was marked third with a mean of 3.80. Indicator “Using PowerPoint presentation to design and deliver lessons (e.g. reporting, presentation” obtained a 3.70 mean.

Furthermore, the indicators “Citing sources to avoid plagiarism,” and “Empowering the internet as one source of additional learning information” obtained the same spot with a mean of 3.67, the indicator “Observing E-safety or online safety whenever using any digital devices and platforms,” was marked as sixth for obtaining the mean of 3.59 in the survey. “Using different internet sites and search strategies to find and select a range of different digital resources,” marked as the seventh for the mean of 3.50. “Using digital notes to make a list of activities, examinations, deadlines, and other school events” was marked eight for obtaining the mean of 3.4. The indicator marked as ninth is the “Distinguishing right content from false information” with a mean of 3.38. “Participate in online training opportunities (e.g. webinars),” with the mean of 3.12, followed by “Using YouTube as an interactive media learning platform,” obtained the mean of 3.09. The minor indicator “Creating my own digital resources and modify existing ones to adapt them to my needs,” was marked as the least with the mean of 2.70.

In the analysis of the qualitative data coming from web-based survey conducted with a Google form to support the quantitative findings. Language students frequently integrate digital literacy into their distance learning. In terms of using digital technologies, some students mentioned that;

“As the education process is now entirely digital (with even in-person students working on Chromebooks, laptops and tablets), students need to be adept with digital learning tools in order to perform well on exams, whether they’re standardized grade-level tests or teacher-created assessments for specific courses.”

“Digital Literacy plays an integral part in the teaching and learning process. It has an essential contribution in developing such a digitally saturated world wherein learners can integrate their knowledge of using technology in their state of learning”

According to some students, the internet was utilized to interact with others, such as using social media platforms (Messenger, Facebook, Telegram, Email, etc.) as a means of communication. For almost all language students, distance learning materials are delivered using educational applications (Edmodo, Google Classroom, Google Meet, and Zoom), and observing E-safety or online safety whenever using any digital devices and platforms.

“Digital literacy can be integrated into the distance teaching/learning process through using social media networks and applications as a means of communication. Today we use gadgets to do our activities, learnings assignments, and examinations.”

“Digital literacy is being integrated by using technology (mobile phone, computer laptop, etc.) and software applications (Edmodo, Google classroom, etc.) during the teaching and learning process. Like what we are utilizing right now. We are using google meet—an online application for online class discussion. Google Classroom and Edmodo for passing assignments and taking quizzes and exams.”

“Digital literacy can be integrated by simply knowing how to use technological tools specifically with the use of cellphone and laptops. It can also be integrated when we have the ability to determine credible sources and valuable on the internet.”

In another perspective, the integration of digital literacy in distance learning frequently assists students in citing sources to avoid plagiarism, using various internet sites and search strategies to find and select a variety of different digital resources, and distinguishing correct content from false information.

“The ability of a student to discern quality sources, understand authorship rules, and evaluate the credibility of online content as it relates to a task or assignment is referred to as digital literacy. Lessons on the responsible use of digital resources and online communication can include identifying relevant videos and images, understanding how word choice can portray bias, participating in online communities, fact-checking research, evaluating online resources, citing sources and other copyrighted material, and distinguishing real from “fake news.” In addition, incorporating digital literacy into the classroom assists students in evaluating their behavior, engagement, and interactions on digital learning platforms and across the internet.”

Digital literacy skills that are frequently practiced by language students in distance learning classroom

The second research question of the study identifies the digital literacy skills that are frequently used by language students in distance learning classrooms. The mean score of respondents in digital literacy in terms of Understanding Digital Practices, Finding Information, Using Information, and Creating Information is enumerated below. Qualitative findings were also analyzed to support the quantitative data.

Table 4. Language students’ assessment on their digital literacy in terms of Understanding Digital Practices

Indicator	Weighted Mean	Adjectival Rating
1. Choosing the right tool to find, use, or create information.	3.59	Always
2. Identify which online information you can legally reuse.	3.53	Always
3. Determine who owns the information and ideas you find on the internet.	3.56	Always
4. Presenting yourself online or presenting your digital identity	3.14	Often

5. Using online tools and websites to find and record information online.	3.44	Often
6. Use free Internet materials with utmost caution.	3.22	Often
7. Reading every term and condition of any application or website before clicking the agree button.	3.44	Often
Overall	3.42	Often

Table 4 revealed language students' assessment on their digital literacy in terms of understanding digital practices. As presented in Table 4, language students often integrate digital literacy in terms of understanding digital practices obtaining an overall mean of 3.42. Whereas, the indicator "Choosing the right tool to find, use, or create information" received the highest mean with 3.59. It was followed by the indicator "Determining who owns the information and ideas you find on the internet" which obtained a mean score of 3.5. While the indicator "identifying which online information you can legally reuse" marked with a mean of 3.53. Furthermore, the indicators "Using online tools and websites to find and record information online" and "Reading every term and condition of any application or website before clicking the agree button" obtained the same of 3.44. Additionally, the indicator "Use free Internet materials with utmost caution" received a mean of 3.22. Lastly, the indicator "Presenting yourself online or presenting your digital identity" obtained the lowest mean with 3.14.

From the qualitative data, one student mentioned that *"Language students who are digitally literate know how to find and consume digital content. They know how to create, communicate, and share digital content. Additionally, it was stated that "As an English major student, I must expand my vocabulary and understanding on the different instructions, rules and regulations, policies of the online application before I create an account in various social media. I must also consider if the social media account I create is reliable and best source of information. It will help me to easily cope up with my distance learning if I can manipulate, comprehend and understand the uses of the various digital application I take into."*

Table 5. Language students' assessment on their digital literacy skills in terms of Finding Information

Indicator	Weighted Mean	Adjectival Rating
1. Knowing what information you can find on the web.	3.69	Always
2. Limiting and refining your search using advanced search options.	3.33	Often
3. Making use of social media as a source of information.	3.57	Always
4. Scanning/Skimmming a web page to get to the key relevant information quickly.	3.35	Often
5. Organizing and filtering a large number of search results.	3.27	Often
6. Identifying trustworthy sources found on the internet.	3.67	Always

7. When looking for information on the internet, I don't limit myself to one source.	3.45	Often
Overall	3.48	Often

Table 5 shows language students' assessment of their digital literacy in terms of finding information. As shown in Table 5, language students frequently integrate digital literacy in finding information online with an overall mean of 3.48. The indicator "Knowing what information you can find on the web" marked first for obtaining a mean of 3.69. Followed by the indicator "Identifying trustworthy sources found on the internet" with a mean of 3.67. The indicator "Making use of social media as a source of information" received a mean of 3.56, while the indicator "When looking for information on the internet, I don't limit myself to one source" obtained a mean of 3.45. Furthermore, the indicators "Scanning/Skimming a web page to get to the key relevant information quickly" and "Limiting and refining your search using advanced search options" obtained a mean of 3.35 and 3.33 respectively. Lastly, the indicator "Organizing and filtering a large number of search results" received the lowest mean of 3.25.

Based on the qualitative data, it was mentioned by one respondent that *"The importance of being digitally literate during distance learning is that you will be able to connect to whatever learning is going on; know how to evaluate and critique it effectively, to avoid misunderstandings and conflicts; you will be able to engage to that certain thing and not be left out."* Similarly, Student 29 mentioned that *"To be a digital literate language student is necessary especially during distance learning because it cannot only make your gained information accurate and reliable. Also, it can improve your structure of sentences and grammar by using online grammar checker application and watching videos which help me identify my grammar mistakes."*

Table 6. Language students' assessment on their digital literacy skills in terms of Using Information

Indicator	Weighted Mean	Adjectival Rating
1. Using information in different media, for example, podcasts or videos.	3.51	Always
2. Assessing whether an online resource (e.g. videos, wiki, academic journal, podcasts, web page, etc.) or person is credible and trustworthy.	3.51	Always
3. Using other people's work without committing plagiarism.	3.02	Often
4. Using proper format to cite a reference to an online resource.	3.51	Always
5. Keeping a record of the important details of information found online.	3.40	Often
6. Using information suitable for the topic handed.	3.62	Always
Overall	3.43	Often

The data presented in Table 6 shows the results of a survey conducted to determine the various and proper uses of information for students' learning process with the overall mean of 3.43. The indicator "Using information suitable for the topic handed" was marked first for obtaining a mean of 3.62. Followed by indicators "Using the information in different media, for example, podcasts or videos", "Assessing whether an online resource (e.g., videos, wiki, academic journal, podcasts, web page) or person is credible and trustworthy", and "Using proper format to cite a reference to an online resource," with the same mean of 3.51. Meanwhile, the indicator "Keeping a record of the essential details of information found online" obtained a mean score of 3.40. Lastly, the indicator "Using other people's work without committing plagiarism" obtained the lowest mean score of 3.02.

Based on the qualitative data, it was mentioned by one respondent that *"As a language student it is important to be digital literate in this distance learning to avoid scams and having untrustworthy information. It is important for us that we should possess it to be a credible source of others to, because if you spread fake news then people should not trust you anymore"*. Similarly, one student said that *"It's very useful in the part of us as a language teacher because you have the knowledge and the source to become a well-developed and well-rounded in using and manipulating technology and not just only that but to used technology safely"*. Student 17 also mentioned that *"As a language student, becoming digitally literate means that students develop technological skills, learn authorship rules, such as copyright and plagiarism, understand how to access online information and learn*

Indicator	Weighted Mean	Adjectival Rating
1. Observing netiquette and appropriate social conventions for online communications.	3.6	Always
2. Sharing and posting credible information online.	3.42	Often
3. Communicating with others online through social	3.5	Often

social responsibility while interacting on social network. Above all, digital literacy is a key factor in education today."

networking sites, forums, audio, video, etc.		
4. Collaborating online with others to create a shared document or presentation.	3.37	Often
5. Before posting or sharing online, I see to it that it won't hurt or discriminate anyone.	3.64	Always
6. Transmit text, audio, videos, and images through social networking sites and educational apps (e.g. Google Classroom, Edmodo, Telegram, E-mail, Facebook, Messenger, YouTube, etc.) effectively.	3.56	Always
7. Using a media-capture devices (e.g. recording and editing a video or podcasts).	3.44	Often
Overall	3.50	Often

Table 7. Language students' assessment on their digital literacy skills in terms of Creating Information

As shown in Table 7, the indicator "Before posting or sharing online, I see to it that it won't hurt or discriminate anyone" was marked first for obtaining a mean of 3.64. It was followed by indicator "Observing netiquette and appropriate social conventions for online communications" with a mean of 3.6 and indicator "Transmit text, audio, videos, and images through social networking sites and educational apps (e.g. Google Classroom, Edmodo, Telegram, E-mail, Facebook, Messenger, YouTube, etc.) effectively" with a mean of 3.56. Concurrently, the indicators "Communicating with others online through social networking sites, forums, audio, video, etc.", "Using a media-capture devices (e.g. recording and editing a video or podcasts)" "Sharing and posting credible information online", and were marked for obtaining a mean of 3.5, 3.44, and 3.42 respectively. Further, the indicator "Collaborating online with others to create a shared document or presentation, has the lowest mean score of 3.37.

From the qualitative data, one student mentioned that *"To avoid problems, it would be ideal if you thoroughly understood the instructions. Being a language student also entails understanding that the information you are looking for is credible, valid, or authentic, knowing that the website you are browsing is safe to avoid scams and malware virus, and following netiquette to protect yourself."* Additionally, student 67 said that *"Students can move beyond a process-oriented understanding of technology and apply digital resources creatively in their original work."* Furthermore, Student 13 stated that *"As a language student, having digital skills can help me to learn effectively especially during distance learning, it also helps me to keep up with my friends, participate in online discussions, and progress to more complex topics. It also allows me to develop my language skills as I discover different applications which I can use to improve my vocabulary and grammar."*

IV. DISCUSSION

Based on the findings of the study, it was revealed that the overall mean for integrating digital literacy into distance learning was 3.50, this shows that language students frequently integrate digital technologies to integrate successfully digital literacy into the new standard setup of the education system, which is distance learning. Believed by Bangayan-Manera, Vecaldo & Saquing (2020), digital literacy is the ability to use information and

communication technologies in learning. Open and distance students have their learning separated by space and time, they can benefit from the use of information and communication technologies to learn more effectively.

Meanwhile, qualitative findings revealed that students often use technology tools to complete their online activities. According to some students, the internet was utilized to interact with others, such as using social media platforms (Messenger, Facebook, Telegram, Email, etc.) as a means of communication and using digital technologies to work together with classmates, teachers, and friends, and using YouTube as an interactive media learning platform. Almost language students, distance learning materials are delivered using educational applications (Edmodo, Google Classroom, Google Meet, and Zoom), and observing E-safety or online safety whenever using any digital devices and platforms. In another perspective, the integration of digital literacy in distance learning frequently assists students in citing sources to avoid plagiarism, using various internet sites and search strategies to find and select a variety of different digital resources, and distinguishing correct content from false information.

According to Antonio (2020), digital literacy is the ability to use information and communication technologies in learning. Open and distance students have their learning separated by space and time, they can benefit from the use of information and communication technologies to learn more effectively. However, to use available information and communication technologies in learning, open and distance learners should have a high level of digital literacy. Students' involvement in the modern digital environment includes computers, electronic resources, and other information products and services. More efforts are required to improve approaches to mobile learning, create Internet security, and consider learner interests (Milenkova & Manov, 2019). On the other hand, Mohammadyari & Singh (2015) stated that in their study's findings, there are significant relationships between digital literacy and users' performance and effort expectations (performance expectations on users' intentions to continue using Web 2.0 tools and continuance intention on performance). These findings imply that individual digital literacy facilitates digital literacy skills, which are frequently integrated by language students in distance learning classrooms.

Furthermore, the overall mean for understanding digital practices was 3.42, while finding information received a mean of 3.48, using information obtained a mean of 3.4, and creating information gained a mean of 3.47. The findings revealed that language students frequently practiced digital literacy skills during their distance learning process. It argues that today's readers, writers, listeners, and communicators are different from those 500 years ago. Alfiler (2021) discovered in her study that there is a strong association between students' technological skills and the use of digital tools, database resource utilization, and browsing networked information on the Web in the technology integration of students' information and digital literacy education. Moreover, the data revealed that students' digital exposure is not a compulsion in gaining technical competence but rather a motivator.

To support these findings, qualitative data revealed that language Ventura- Cauilan (2022) emphasized the importance of being digitally literate, particularly during distance learning. Student 13 said that digital literacy is a key factor in education today, he also added that *"because with digital literacy skills, students can move beyond a process-oriented understanding of technology and apply digital resources creatively in their original work."* These skills build upon the traditional concept of literacy and support students in using critical thinking skills. Likely, Student 9 mentioned that we are living in the 21st century-a digital century, thus, being digitally literate is an advantage, he also included that *"As a*

language student, I could convey my thoughts, feelings, and ideas using different social media platforms— without harming others.” Similarly, Student 10 stated that as a language student, it’s very important to be digitally literate especially during distance learning “because as we continue to gain knowledge and learn with this new learning set up, we need to ensure that at the end of the day, we are able to cope with the challenges brought by the upgrading technologies. With this, it helps us to integrate technology when we go through with the real world of teaching.”

EDUCATIONAL IMPLICATIONS

This study shows that integrating digital literacy into distance learning provides opportunities to students to improve quality of their schoolwork by quickly accessing online resources, including lecture videos and podcasts, library databases, social media platforms, and educational applications. Being digitally literate allows language students to survive in the new educational system and expand their access to various digital tools. The following educational implications were made considering the analysis’s findings:

1. The university may develop long-term strategy for improving digital literacy education for students in the effective utilization of technology for improved academic performance and social integration in distance learning.
2. Training in these skills could be included in school curricula at any level of education, given that terms like 'distance learning,' 'online learning,' and 'lifelong learning' are already commonplace in our lives, and we are in the midst of a digital transformation.
3. Teachers should properly integrate digital literacy into distance learning classrooms to help students evaluate their attitude, participation, and interactions on digital learning platforms across the internet.

V. CONCLUSIONS

Digital literacy is a skill for digital survival. It is a set of skills and strategies that distance learners and users employ. Students improve their performance and "survive" a variety of obstacles and challenges that arise within this unique medium by employing various types of digital literacy skills. This study investigated how language students integrate digital literacy into their distance learning and what digital literacy skills they frequently practiced. Students always incorporate their survival skills into any interaction with the internet or other digital tools, and they tend to integrate digital literacy based on the activities and goals to be met. Digital literacy is regarded as a requirement for successfully mastering the tasks of professional and personal life in the twenty-first century and this individual capacity is becoming increasingly important, particularly in online education settings. Furthermore, the quantitative findings revealed that language students frequently integrate digital literacy in distance learning. Meanwhile, digital literacy skills in terms of understanding digital practices, finding information, using information, and creating information were also frequently practiced by the respondents. The qualitative data suggested that language students have demonstrated positive integration of digital literacy in distance learning; thus, the researchers concluded that digital literacy skills are needed to survive in distance learning classrooms.

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