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On the Relationship among Digital Literacy, Self-Confidence and English Language Achievement of Iranian EFL Learners

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A B S T R A C T

The present study aimed at investigating the relationship among digital literacy of Iranian EFL learners, their self-confidence, and English language achievement. students in eighth grade at a bilingual high school in Shiraz were selected. Fifty-six participants constituted the sample of the study. In order to check their homogeneity, the English language proficiency level of the participants was determined by OQPT. To fulfill the objectives, two different questionnaires seeking information on learners' digital literacy and self-confidence were distributed among students studying English as their foreign language. An achievement test based on their coursebook was administered. Both descriptive statistics (Mean + SD) and inferential statistics (Pearson Correlation) were run on the data. The findings of the study indicated that there were significant positive correlations between digital literacy and self-confidence, self-confidence and English language achievement, and also digital literacy and English language achievement. Moreover, the study illustrated that a more planned use of digital literacy-based instruction can reinforce the students' self-confidence and English language achievement. In other words, the development of each variable can influence two other factors positively.

Keywords: Digital Literacy, Self-confidence, English Language Achievement, Iranian EFL Learners

1. INTRODUCTION

Today, amounts of information such as printed books, audio, video clips, images, educational posters, and podcasts can be accessible through the internet. Students are acquainted with digital technology and generally recognize how to access, create, and share digital information (Ting, 2015). Access to many opportunities for learning is now developed by technology. Education can be transformed, improved, and supported via technology in several ways for both teachers and students. With the emergence of educational technology, goals, objectives, curricula, lesson plans and the processes of teaching and learning have been continuously changing. Digital technology is one of the essential parts of education in today's teaching and learning process (Benson and Kolsaker, 2015) and it is changing the students learning ways and developing different learning attitudes and styles (Coccoli et al., 2014).

In order to use technology as a tool for learning, the students should acquire related knowledge and skills which can help them use the tool effectively. To use technology as an effective tool in education, learners should be equipped with digital literacy which can boost the quality of the blended learning environment. For being truly active and to have effective participation, digital literacy is a vital necessity and a prerequisite for learning in the digital age.

Some empirical works have shown that digital literacy can play a significant role in students' learning. Studies on the effect of digital literacy on language achievement remain inadequate. Therefore, the present study was designed to provide empirical support for the field by exploring the effect of digital literacy on Iranian EFL learners' English language achievement. In the digital age of the 21st century, students should be prepared with digital-age proficiencies to meet their educational and life needs. These proficiencies include critical thinking skills, group work, and an appropriate level of knowledge in using technology, as well as basic and academic knowledge (Ainley, 2008).

On the other hand, self-confidence is one of the important factors that has a major impact on students' learning in the educational environment. self-confidence can be considered as an important factor in learning which can impact participation, cooperation, and breakthrough. (Norman & Hyland, 2003). Self-confidence plays an important role for students to venture to do new things, engage and participate in learning activities. The students with high levels of self-confidence are sure of their performances and capabilities and they set targets and goals for themselves in their learning process and try desperately to reach their goals while they do not concern over the results. (Kanza, 2016). Learning brings about changes in the behavior of a person. The act of engaging the learners in various exercises and activities and providing them with an atmosphere to get new information and knowledge through sharing personal adventures and experiences or getting information from the teacher can be considered as learning. (Taylor & Mackenney, 2008)

Therefore, the present study aimed at investigating the possible relationship among Iranian EFL learners' digital literacy, self-confidence, and language achievement consequently. Moreover, although several studies have been carried out on the relationship between these variables, few studies were conducted on the relationship of these three variables in a single study, specifically in Iran. Accordingly, the objective of this study was to investigate the

relationship among EFL learners' digital literacy, self-confidence, and language achievement in Shiraz, Iran. Additionally, the results of this study can help the teachers and experts in the field of psychological education to promote the students' self-confidence for having better scores in the English language, through increasing their digital literacy. Thus, this study tried to answer the following questions:

RQ1. Is there a significant relationship between Iranian EFL learners' self-confidence and their English language achievement?

RQ2: Is there a significant relationship between Iranian EFL learners' self-confidence and their digital literacy?

RQ3: Is there a significant relationship between Iranian EFL learners' digital literacy and their English language achievement?

2. LITERATURE REVIEW

Many studies have been conducted in the language learning context with a focus on digital literacy such as Son et al. (2017); Eryansyah et al. (2019) Some of these studies either investigated the effect of digital literacy on language learning or explored the relationship between digital literacy and language learning. In the following, some pieces of research will be presented.

 A definition by Eshet-Alkalai (2004), which is broadly admitted, considers digital literacy as the collection of strategies for cognitive thinking, that users of digital information take advantage of it. Various skills such as cognitive, motoric, sociological, and emotional skills, help learners with the use of digital technology effectively to meet their needs. Eshet-Alkalai (2012) designed a 'Digital Literacy Framework' comprising six categories: (a) photo-visual thinking; (b) real-time thinking; (c) information thinking; (d) branching thinking; (e) reproduction thinking; and (f) social-emotional thinking. Digital literacy demands to be renewed as digital technology develops gradually over time. DL can be classified into three levels (Martin, 2006): 1. digital competence, 2. digital usage, and 3. digital transformation. It relies on the demand of the context; by changing the demands and needs of a specific situation, digital literacy content may transform. Bawden (2008) argues that digital literacy is an extensive concept and distinguishes four components of digital literacy: 1. underpinnings; 2. background knowledge; 3. central competencies; and 4. attitudes and perspectives. Ng (2012) suggested that digital literacy has three dimensions: 1. Technical dimension, 2. Cognitive dimension, 3. Social-economic dimension. In the heart of the model, Ng summarizes digital literacy as the ability to perform basic computer-based actions for daily necessities such as using resources; searching, identifying, and assessing digital information adequately for several purposes. Digital literacy is context‑dependent and suggests a model for digital literacy, which has seven elements: media literacy, information literacy, digital scholarship, learning skills, communications and collaboration, career and identity management, and ICT literacy. (Jisc, 2014, as cited in Tang & Chaw, 2015)

   According to Park (2016, as cited in Rahman et al., 2021), Digital Intelligence Quotient (DQ), which allows persons to face challenges and accommodate the digital life, is a set of social, emotional, and cognitive abilities. DQ is grouped into eight areas: digital identity, digital use, digital safety, digital security, digital emotional intelligence, digital communication, digital literacy; and digital rights. Based on DQ areas, digital literacy is one of its dimensions, which means the ability to find, read, evaluate, synthesize, create, adapt, and share information, media, and technology (DQ Institute, 2018). Defined digital literacy as the aptness to employ digital information for resolving and ruling to accomplish objectives and targets. The entity of digital literacy is constructed of four indicators, including primary competencies in informational communication technology, informational skills, media awareness, and computational thinking (Siero, 2017). These four indicators are also mentioned as the basis of digital literacy by UNESCO (2016). UNESCO Global Education Monitoring Report (2016) persists in comprehending and inspecting the collection of necessary competencies to evaluate digital literacy applied to the latest technologies. UNESCO (2018) formulates more particular delineations of digital literacy as the competency to access, manipulate, comprehend, incorporate, communicate, estimate, and make information secure and achievable through digital devices and networking technologies as a form of participation in digital appliances.

A study by Sart (2023) explored the influence of the improvement of technology on the self-confidence of university students. The study was conducted in a mixed-method design using qualitative and quantitative methods. This study aims to examine the effects of the effective usage and the development of technology as 21st Century skills on university students' self-confidence. both quantitative and qualitative methodologies were used to gather and analyze the data. This study demonstrated significant awareness about the present educational achievements and defects as the effective employment and improvement of technology for the self-confidence of university students. This study illuminated the crucial necessity for educational amendment aimed at reinforcing technological fluency and inventive problem-solving to develop the self-confidence of the participants.

A study by Calderon et al. (2022) investigated the impact of several sociological and biographical aspects on asserting a definite level of digital skills. One thousand and two hundred participants conducted the sample of the study. Based on the results it is inferred that the quality of enjoying multiple technological devices results in superior confidence when using ICTs and a greater capability to utilize technologies beneficially that directs learners who commonly use more devices to have a greater probability of comprehending a very high competence level generally. Munawaroh et al. (2022) investigated the factors affecting students' learning achievement by incorporating self-confidence and learning motivation through the mediating role of digital literacy. The participants in the study were 188 school students in Indonesia. This study was done in a vocational school in Jakarta of Indonesia, involving 188 vocational school students as respondents. The result of this study showed that students who are more confident tend to reinforce their digital literacy, and self-confidence and digital literacy are connected among Indonesian vocational school students. Hasyim (2021) summed up that digital literacy has not significantly affected the self-regulated language learning of students. One hundred and forty-seven students participated in his study. Based on the results of the study, digital literacy cannot be considered a significant factor in effective language learning.

The study by Umara, & Lestari (2020) investigated the role of CALL in the development of language proficiency and fortification of language skills. 185 students participated in the study in Indonesia. The findings of the study revealed that CALL is a facilitator in language learning that confronts the

traditional methods of teaching and learning. The use of CALL in language learning will improve listening skills efficiently. Jiang (2008) illustrated the advantages and disadvantages of CALL in language teaching and learning. The study was conducted in China and the results indicated that CALL is a requirement of technological enhancement. Using computers in language learning has been accepted, and it may be the supreme approach to language teaching and learning. In another study, Gilakjani (2016) reviewed the relationship between ICT and language teaching and learning. The results indicated that both teachers and learners should comprehend the effectiveness of ICT in the teaching and learning process. Dedja (2015) studied the benefits and challenges of ICT in language teaching and learning. A group of students participated in the study in Albania. Based on the results, using ICT in foreign language learning has numerous benefits. It improves the students' four language skills. There are many reasons for using ICT in teaching and learning in foreign language learning. Technology can develop language learning dimensions and increase students' participation through interactive activities. The use of ICT helps teachers to meet the needs of students in several ways. Having cooperation through using ICT in class activities improves the students' receptive and productive skills.

A study by Prianto et al., (2012) was conducted on vocational high school students. The population in this study was a total of 2450 students. This study detected the level of digital literacy, future time perspective, and self-confidence of the participants for entrance to the job market. The study indicated that digital literacy has no direct effect on the self-confidence of participants, also it demonstrated that Digital literacy has an indirect effect on the self-confidence of the school graduates to enter the job market. In another study, Ng (2012) explored how students adopt new technologies into their learning process. Fifty-one undergraduate students participated in this study in Australia. The findings showed that the students were able to use technology for general activities, but most of them could not use online tools for their learning goals. The results of the study also indicated that the opportunities for using educational technologies should be increased. These opportunities have to guide learners through meaningful educational goals.

Furthermore, some countries added Information and Communications Technology (ICT) to the concept of digital literacy. One of the definitions for digital literacy is the ability to use information and computer technology (ICT) to discover, assess, construct, and transmit information that needs cognitive and technical skills. This definition envelops various concepts such as technological, cognitive, and social competence. (Eshet-Alkalai, 2012). Another study by Dev and Qiqeh (2011) went for examining the relationship between English Language proficiency, self-esteem, and academic achievement of the students. Two hundred undergraduate students of Abu Dhabi University participated in the study and their age group varied between 18-22.

The findings of the study delineated that language proficiency and self-esteem had a negative correlation and no association between language proficiency, academic achievement, and self-esteem was observed. In another survey-based study, Gui and Argentin (2011) investigated digital skills through performance tasks and a test including survey questions. 980 students of Northern Italian high school participated in the study. Three dimensions of digital skills (theoretical knowledge, operational skills, and evaluation skills) were examined. The results showed that the students' performances were more acceptable and better in the operational skills, and their performances in evaluation skills were relatively poor and deficient.

Several studies have been conducted investigating self-confidence in language learning. Some of the most related pieces of research are mentioned here. For instance, Audina et al. (2021) investigated the relationship between EFL students' self-confidence and speaking achievement. A group of Indonesian Undergraduate EFL Students participated in this study. Based on the interpretations of the study, self-confidence did not affect the speaking achievement of the students considerably. In another study, Tridinanti (2018) explored the relationship among self-confidence, speaking anxiety, and speaking achievement of 28 EFL students in Indonesia. The result of the study indicated that self-confidence has a significant role in students' performances. The study revealed that students with high levels of self-confidence are more successful in their achievements.

In another study, Roysmanto (2018) studied the correlation between self-confidence and the students' speaking skill. 40students were the sample of the study in Indonesia. Results showed that students' speaking skills and self-confidence are correlated in the third grade of the English Department. Tuncel (2015) investigated the relationship between self-confidence and learning Turkish as a foreign language. The participants of the study were 53 students of a university in Greece. The results showed that high self-confidence has positive effects on students' learning and low self-confidence has negative effects on students' learning. Prada Arango (2015) posited that self-confidence is a factor in developing students' English oral presentations. The study used the framework of learning domains (Cognitive, Affective, and Psychomotor domains). According to this study, through using the "building self-confidence" project, the students' self-confidence increased and they were less reluctant to be active in class and they were motivated to participate and cooperate in the class.

Tripathy & Srivastava (2012) investigated the effect of academic achievement on the level of self-confidence. A group of students participated in the study in India. The results showed that self-confident learners believe in themselves and their abilities and capacities. They have personal goals and they plan to be successful in their path to their wishes, objectives, and intentions. However, in another study, Puzziferro (2008) investigated the performances of the students as a function of students' self-efficacy with online technologies. The participants of the study were 815 college students. The findings showed that online technologies' self-confidence has no relationship with the students' performance. In another study, Rubio (2007) investigated the relationship between self-esteem and foreign language learning, and the results indicated that some psychological situations such as anxiety, self-insecurity, fear, and feeling, apart from society, may be increased in learning through low self-confidence. In another study, with 1146 participants in Malaysia, the relationship between students' self-efficacy, as a component of self-confidence, and their English language achievement, indicated that students' reliance on their ability or self-confidence can play an important and effective role in their learning process (Mahyuddin et al., 2006).

In addition, the findings of the study by Alam et al. (n.d.) indicated that some social, motivational, and environmental factors can impact the learners' self-confidence and make the students learn foreign languages better. The participants were 13 students from private universities in Bangladesh. Language teachers can use different techniques to make the class compatible and encourage the learners to be more eager to learn the target language and ignore

their anxieties and tension. Furthermore, teachers can equip themselves to develop the learners' self-confidence and learning proficiency by learning and using educational psychosomatic knowledge.

In this view, some recent studies were checked. Each sheds light on digital literacy, self-confidence, learning in general, and language learning in particular. Nevertheless, it sounds like there is an insufficiency of research on the presumable bond between digital literacy, self-confidence, and English language achievement. Therefore, in light of these points highlighted by previous literature, this study explored the relationship between of digital literacy, self-confidence, and EFL learners' English language achievement and the relationship between these items two by two, all the above-mentioned concerns in a single study.

3. RESEARCH DESIGN

This research conducted a quantitative method. The quantitative data were collected through questionnaires and a language achievement fulfilled by the participants.

3.1. Participant

To accomplish the objectives of the current paper, Iranian EFL learners (n = 56) were selected using convenience sampling. The sample included female learners, all of whom were native speakers of Persian and English was considered as their foreign language; none of them had ever been to an English-speaking country and they were at the pre-intermediate level in English.

3.2. Instruments

3.2.1. Oxford Quick Placement Test

To guarantee the homogeneity of the experimental and the control groups in terms of general English proficiency level "Oxford Quick Placement Test" (OQPT) (Allan, 2006) was given to the students of both groups. The OQPT test indicated scores between 1 and 60 on the scale. In order to have homogeneous groups, the learners of the pre-intermediate level have been chosen. Those learners whose scores were between 24 and 30 were considered lower-intermediate ones. It consisted of 60 multiple-choice questions in two parts.

3.2.2. Digital Literacy Questionnaire

The digital literacy (DL) questionnaire was designed and developed by Dashtestani & Hojatpanah (2020) and consisted of a set of questions using the Likert scale format which has four sections, consisted a total of 41 items. Cronbach's Alpha coefficients (0.66–0.88) delineated an acceptable level of reliability for the items of the digital literacy questionnaire. For the present study, the internal consistency of 41 items of digital literacy questionnaire was determined by the researcher using Cronbach alpha through data collected from the participants and the obtained index is 0.92, which is high and acceptable. In order to ensure the content validity of the digital literacy questionnaire, it was reviewed by three EFL experts, and their opinions were taken into account.

3.2.3. Self-Confidence Questionnaire

The Academic Behavioural Confidence scale (ABC), was given to the learners to measure their self-confidence in the learning process. The questionnaire comprised of a total 24 items of five-point Likert scales: 1. Not Confident at all to Very Confident. Sander & Sanders (2003, 2006) introduced and located the Academic Behavioural Confidence scale in the psychological literature on self-efficacy, self-concept, and self-esteem. The reported Cronbach's Alpha was .88, which is a high level of reliability. A translated version of the questionnaire which has been checked and revised by two experts (the English language department's manager and the students' instructor) in TEFL was employed. These experts also assessed the content of the translated version of the ABC to ensure its validity. The questionnaire items were read and translated one by one for the students while enough time was assigned to the students to answer them.

3.2.4. Language Achievement Test

Students took the standardized English exam administered by the researcher and approbated by the English language department members at the school. The results of this test were used to assess the overall English achievement of the students. This achievement Test included language skills and components covered in the course book which was Connect 3. To measure students' language achievement, this test was given to the participants. It was also given to 3 evaluators to check their congruence with the content of the book hence its validity was ensured. In addition to this, the reliability of the test was calculated through data collected from the participants and the obtained index was 0.86 which is quite an acceptable one.

3.4. Data Collection Procedures

Notwithstanding the placement of the learners by the institute, the OQPT was administrated to be assured about students' level of proficiency and homogeneity of the participants as a double check. In the second stage, the digital literacy and self-confidence questionnaires were given to all the participants. Finally, the students were asked to respond to the English language achievement test related to their coursebook.

3.5. Data Analysis Procedures

Pearson correlation was carried out to illuminate the probable relationship among the study's variables in pairs. Moreover, Cronbach alpha was analyzed to estimate the reliability of the questionnaires. Moreover, Cronbach alpha was analyzed to estimate the reliability of the questionnaire and language achievement test. The results attained from the statistical analyses are discussed in the following.

4. RESULTS AND DISCUSSION

The present study intended to assess the relationship among digital literacy, self-confidence, and language achievement in Iranian EFL learners. Therefore, the results of the analysis of the data done on the participants' performances will be illustrated.

First, the results of analysis of the data collected from the two questionnaires on digital literacy, and self-confidence are provided. As mentioned before, the first questionnaire was employed to evaluate the learners' level of digital literacy. The second questionnaire was administered to identify the learners' degree of self-confidence. Both questionnaires have been fulfilled by the participants two times using a pretest-posttest design. In addition, the results of the English language achievement pretest and posttest of the students are also provided. Also, the results of descriptive statistics presenting the details of the data collected, are provided in this section.

4.1. Results

In order to measure the relationship among the variables of the study, two questionnaires and a language achievement test were used for learners. Pearson correlation test and analysis have been used to show the relationships. The results of the statistical analysis have been presented in the following.

This section is concerned with the general pattern of the relationship among variables which includes the relationship between digital literacy and self-confidence, the relationship between digital literacy and English language achievement, and the relationship between self-confidence and English language achievement.

Table 4.1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
DL	56	124.00	201.00	171.7679	21.22862
SC	56	56.00	120.00	101.8393	12.68897
LA	56	13.00	24.00	20.0536	2.59664
Valid N (list-wise)	56				

As Table 4.1. illustrates, the measures of central tendency and dispersion for 56 English language learners who filled out the digital literacy questionnaire with the mean of 171.76 and the SD of 21.22. Further, the minimum and the maximum are 124 and 201, respectively. The minimum and maximum scores on the self-confidence questionnaire were 56 and 120, respectively. The difference between the highest and lowest score was 64. The mean score was 101.83 and the standard deviation was 12.68. The final instrument in this table is the English language achievement test. This test was administered in order to identify the degree of participants' language achievement at the end of the study. Based on the results, the minimum and maximum scores on the test were 13 and 24, respectively. The range of the highest and the lowest score was 11, the mean was 20.05, and the standard deviation was also 2.59. The next step is to correlate the independent and dependent variables.

Pearson correlation was run to discover whether there is any relationship among digital literacy (DL), self-confidence (SC), and English language achievement (LA) of Iranian EFL learners. The outputs generated from this analysis are presented in Table 4.2.

Table 4.2. Pearson Correlation

Correlations				
		DL	SC	LA
DL	Pearson Correlation	1	.425[**]	.336[*]
	Sig. (2-tailed)		.001	.011
	N	56	56	56
SC	Pearson Correlation	.425[**]	1	.273[*]
	Sig. (2-tailed)	.001		.041
	N	56	56	56
LA	Pearson Correlation	.336[*]	.273[*]	1
	Sig. (2-tailed)	.011	.041	
	N	56	56	56
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

4.1.1. The Relationship Between Digital Literacy, and Self-Confidence

The relationship between digital literacy and self-confidence was explored using Pearson product-moment correlation coefficient. According to Table 4.2., there was a moderate positive relationship between digital literacy and self-confidence. [r = .425, sig. (2-tailed) = .001, n = 56, p<.01]. The obtained relationship is probably not due to chance and more likely reflects a real relationship since the significance level is low. Therefore, it is clearly shown that the learners who received high scores in the digital literacy questionnaire also received high scores in self-confidence. It means that the more confident students tended to score higher on the digital literacy questionnaire.

4.1.2. The Relationship Between Digital Literacy, and Language Achievement

In order to assess the degree of togetherness of digital literacy with language achievement, the researcher used Pearson product-moment correlation coefficient. As can be seen in Table 4.2, there was a moderate positive relationship between digital literacy and language achievement [r = .336, sig (2-tailed) =.011, n = 56, p<.05]. This means that high scores in digital literacy are associated with high scores in language achievement. It means that the learners who utilized more digital literacy tools tended to score higher on self-confidence, whereas those who employed fewer digital literacy tools were likely to get lower scores.

4.1.3. The Relationship Between Self-Confidence, and Language Achievement

Pearson product-moment correlation coefficient was conducted to explore the relationship between self-confidence and language achievement. As depicted in Table 4.2. there was a small positive relationship [r = 0.273, sig (2-tailed) =.041, n = 56, p<.05]. In other words, a significant association was found between the results of the self-confidence questionnaire and the language achievement test.

4.2. Discussion

In the following section, the findings presented in the previous part will be discussed in detail and the research questions will be answered one by one.

4.2.1. Relationship Between Iranian EFL Learners' Self-Confidence and English Language Achievement

The results indicated that there is a positive correlation between self-confidence and the English language achievement of Iranian language learners. So, we can conclude that learners with high positive self-confidence have better performances in their English language achievements. The significant positive correlation between learners' self-confidence and their language achievement recounted that the more the learners were self-confident, the more likely they were to obtain higher scores on the language achievement test.

The findings of the present study are in line with the findings of Tridinanti (2018), who claimed that self-confidence has a significant role in students' performances. The study revealed that students with high levels of self-confidence are more successful in their achievements. The obtained result is in line with Tuncel's (2015) idea high self-confidence has positive effects on students' learning and low self-confidence has negative effects on students' learning.

The findings of this part of the study are in agreement with studies done by (Mahyuddin et al., 2006) who asserted that students' reliance on their ability or self-confidence can play an important and effective role in their learning process. Altogether, the findings are also in line with those of other studies (e.g., Rubio, 2007; Alam et al., 2021), who claimed that there is a positive correlation between self-confidence and academic achievement.

The mentioned result is in contrast to Audina et al. (2021) investigated the relationship between EFL students' self-confidence and speaking achievement. A group of Indonesian Undergraduate EFL Students participated in this study. Based on the interpretations of the study, self-confidence did not affect the speaking achievement of the students considerably. The reason for this contrast is maybe investigating only the speaking skill which may be influenced by speaking skill's sub-components, while the current study focused on the English language achievement in general based on the coursebook.

Moreover, Dev & Qiqieh (2016) explored the relationship between self-esteem, English Language proficiency, and academic achievement. Their findings are not in line with the results of this study. They concluded that no significant relationship is found among their study variables. In addition, language proficiency (IELTS) does not have a direct effect on the student's self-esteem.

4.2.2. Relationship Between Iranian EFL Learners' Self-Confidence and Digital Literacy

The results showed that there is a positive correlation between the self-confidence and digital literacy, of Iranian EFL learners. The significant positive correlation between the EFL learners' self-confidence and their digital literacy indicated that the more the students were digitally literate, the more likely they were to obtain higher scores on self-confidence.

The findings of this research question confirmed the results of a study by Munawaroh et al. (2022) in which students who are more confident have a tendency to reinforce their digital literacy, and self-confidence and digital literacy are connected among Indonesian vocational school students.

The findings are in line with the study of Calderon et al. (2022) specifically claimed that the quality of enjoying multiple technological devices results in superior confidence when using ICTs and a greater capability to utilize technologies beneficially that directs learners who commonly use more devices to have a greater probability of comprehending a very high competence level generally.

The result was, however, incongruent with the study by Prianto et al. (2021) who claimed that digital literacy does not have an effect directly on shaping prospective vocational school graduates' self-confidence. In other words, digital literacy has no significant direct effect on prospective vocational school graduates' self-confidence to enter the job market. The contradiction of the results is maybe because of the contradiction of the objectives of the studies. In the current study, the learners' success in getting high scores on the language achievement test was the goal but in the mentioned study, self-confidence is considered to be the grades booster for entering the job market. It is mentioned that there are many factors, which can strengthen self-confidence since the existence of the self-confidence pathway is the cause of success in scores to enter the job market. While the variables are the same the studies differ in their objectives.

4.2.3. Relationship Between Iranian EFL Learners' Digital Literacy and English Language Achievement

Concerning the fifth research question, a significant positive correlation was found between the Iranian EFL learners' digital literacy and their English language achievement indicating that, digital literacy can play an important role in learners' language achievement. This finding is in line with the reports given by Umara, & Lestari (2020) who confirmed that CALL is a facilitator in language learning that confronts the traditional methods of teaching and learning. The use of CALL in language learning will improve listening skills efficiently. This study supports some studies which declared this correlation (Gilakjani, 2016; Dedja, 2015). The results of the current study also correlate with the study by Jiang (2008), who emphasized that using computers in language learning has been accepted, and it may be the supreme approach to language teaching and learning. However, this finding is in contrast to that of Hasyim (2021) who summed up that digital literacy cannot be considered a significant factor in effective language learning. The cause for this contradiction is maybe the effect of other factors such as the number of participants (n=147), which were not examined in that study.

5. CONCLUSION

Digital literacy has a significant impact on communicating, teaching, and learning. Thus, learners should have the chance of digital tools accessibility, experience and grasp its concept and functions in educational life. The findings of the study indicated that there were significant positive correlations between digital literacy and self-confidence, self-confidence and English language achievement, and also digital literacy and English language achievement. Employing digital technologies for language achievement is the most modern way that requires internet access and gadgets besides having digital literacy. Being digitally literate helps learners to be more confident in the learning context and leads them to gain higher scores and improve their language level. As a final point, it is possible to say that digital literacy is not a purpose but a tool for all humanistic necessities including learning.

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