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Research Article

An Analysis of EFL Student's Needs of a Critical Literacy Model

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KEYWORDS

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A B S T R A C T

This study aims to analyze the needs of English as a Foreign Language (EFL) students regarding a critical literacy model. The research sought to identify gaps in current EFL curricula and determine how a critical literacy approach could enhance students' language skills and critical thinking abilities. This study employs qualitative approach. There are two kinds of instruments used to collect data. First, a needs assessment questionnaire administered to 82 undergraduate EFL students in two private universities in Yogyakarta. They were the third semester students who enrolled Critical Reading class in English Language Education Study Program. Second, semi-structured interviews conducted with 3 lecturers who handled Critical Reading classes. The study participants were selected through purposive sampling to ensure representation across different proficiency levels and academic backgrounds. The findings revealed that 78% of students expressed a strong desire for more opportunities to engage with authentic texts critically. Furthermore, 85% of instructors acknowledged the importance of integrating critical literacy skills into their teaching but cited a lack of resources and training as primary obstacles. Based on these findings, the current study would become the basis to develop a critical literacy model tailored to EFL contexts, emphasizing the need for targeted professional development for instructors and the creation of culturally relevant teaching materials.

INTRODUCTION

In the rapidly evolving landscape of global communication, the ability to critically analyze and evaluate information has become an indispensable skill. This capability, known as critical literacy, extends far beyond basic reading comprehension to encompass the examination of underlying assumptions, biases, and power structures embedded within language (Janks, 2012). For English as a Foreign Language (EFL) learners, developing critical literacy skills presents both unique challenges and

invaluable opportunities as they navigate complex global discourses in their target language. The urgency of addressing critical literacy in EFL contexts cannot be overstated. As English continues to dominate international academia, business, and media, EFL students find themselves immersed in a sea of English-language information. Without strong critical literacy skills, these learners may struggle to discern credible sources from misinformation, recognize subtle biases, or fully engage with diverse perspectives. This vulnerability not only impacts their academic and professional success but also their ability to participate meaningfully in global civic

discourse (Alhamdi and Albishri, 2023). Language education, particularly in EFL contexts, needs to go beyond traditional language skills to include critical thinking and analysis. This approach is crucial in preparing students to navigate the complex, information-rich global environment they will encounter in their academic, professional, and civic lives.

Recent studies have highlighted significant gaps in critical literacy instruction within EFL curricula worldwide. While communicative language teaching approaches have gained prominence, explicit focus on critical analysis often remains lacking (S. Huang, 2018). This oversight is particularly concerning given the rapid proliferation of digital media and the phenomenon of "fake news," which demand increasingly sophisticated evaluation skills from readers (Dwyer, 2019). The literature on critical literacy in language education has evolved significantly over the past few decades. (Freire, 2005) seminal work on critical pedagogy laid the foundation for understanding literacy as a tool for social empowerment. Building on this, researchers like Luke (2012) and Janks (2013) have explored the application of critical literacy concepts in various educational contexts. Luke (2012) emphasizes the importance of questioning texts and uncovering hidden agendas, while Janks (2013) proposes a model that integrates power, access, diversity, and design in critical literacy education.

In EFL settings, critical literacy intersects with complex issues of cultural and linguistic identity. Canagarajah (2005) argues that non-native English speakers bring unique perspectives to text analysis, which can enrich critical discourse. This view challenges the notion of a single, standardized approach to critical literacy and suggests the need for culturally responsive pedagogies. Conversely, Rahimi and Bigdeli (2015) caution that power imbalances inherent in English's global status may influence how EFL learners' approach critical analysis of English-language texts, potentially leading to uncritical acceptance or cultural self-deprecation. Recent research has begun to explore pedagogical approaches for fostering critical literacy in EFL classrooms. Huang (2018) found that explicit instruction in critical reading strategies improved Taiwanese students' ability to identify bias in news articles. Similarly, Abednia and Izadinia (2013) demonstrated the effectiveness of collaborative critical analysis activities in enhancing Iranian EFL learners' critical thinking skills. These studies highlight the potential for targeted interventions to significantly improve critical literacy outcomes.

However, the development of critical literacy skills is intrinsically linked to broader language proficiency. Park (2020) argues that a certain threshold of linguistic

competence is necessary for engaging in higher-order text analysis. This raises questions about how critical literacy instruction should be tailored to different proficiency levels within EFL programs. Additionally, the role of first language critical literacy skills in supporting second language critical analysis remains an area of debate (Lin and Wu, 2022). The relationship between critical literacy and intercultural competence is another crucial consideration in EFL contexts. Dervin and Gross, (2023) posits that effective intercultural communication requires not just linguistic skills but also the ability to critically reflect on one's own cultural assumptions and those of others. For EFL learners, developing critical literacy can thus be seen as an essential component of becoming effective global communicators.

Digital literacy and multimodal texts present both opportunities and challenges for critical literacy instruction in EFL settings. As Lotherington and Jenson, (2011) note, today's learners must navigate complex, multimodal information landscapes that require new forms of critical analysis. This digital turn necessitates a rethinking of traditional literacy pedagogies to encompass a broader range of text types and media. The assessment of critical literacy skills in EFL contexts presents its own set of challenges. Traditional language proficiency tests often fail to capture the nuanced abilities involved in critical analysis. Researcher like Green (2018) have called for the development of more sophisticated assessment tools that can accurately measure critical literacy skills across different cultural and linguistic backgrounds.

Given these complex factors, there is a pressing need for a comprehensive analysis of EFL students' critical literacy needs to inform the development of effective instructional models. This study aims to address this gap by examining the current critical literacy abilities, perceived needs, and learning preferences of EFL students in Indonesia. By gaining a deeper understanding of learners' perspectives and challenges, we can work towards creating more targeted and impactful critical literacy instruction in EFL contexts.

The primary purpose of this study is to assess the critical literacy needs of EFL students and use these insights to propose key elements of a critical literacy model tailored for EFL contexts. By identifying specific areas where students struggle and understanding their learning preferences, we aim to bridge the gap between theoretical approaches to critical literacy and the practical realities of EFL classrooms. To achieve these objectives, the current study is guided by the following question: What is the student's learning needs of a critical literacy model?

The significance of this study lies in its potential to inform curriculum development, teacher training, and educational policy in EFL contexts. By addressing the specific needs of EFL learners in developing critical literacy skills, the students can better prepare them to engage meaningfully with English-language texts and discourses in academic, professional, and civic spheres. Moreover, this research contributes to the broader dialogue on critical literacy in language education, offering insights that may be applicable to diverse linguistic and cultural contexts. As the students navigate an increasingly complex and interconnected world, the ability to critically engage with information becomes not just an academic skill but a fundamental requirement for informed citizenship. For EFL students, developing these skills in their target language represents both a significant challenge and an opportunity for empowerment. Through this study, the researchers aim to take a crucial step towards equipping EFL students with the critical literacy tools they need to thrive in the global information age.

METHOD

This study employs qualitative approach to analyze EFL students' needs regarding a critical literacy model. This approach is particularly suitable for needs analysis studies in educational contexts, as it allows for a comprehensive exploration of existing conditions and learner perspectives (Brown, 2016). The study involves 82 students of English Language Education Study Program students in two private universities in Yogyakarta. They were the third semester students who enrolled Critical Reading class in Odd Semester in Academic Year 2021/2022. Participant selection uses a purposive sampling method, which is appropriate for descriptive studies where researchers aim to select information-rich cases for in-depth analysis (Patton, 2015). The criteria for selection include the enrolment in Critical Reading class and willingness to participate in all phases of the research. The main instrument of the current study is needs analysis questionnaire which aims to assess students' perceived needs, current practices, and challenges related to critical literacy. The needs analysis questionnaire used in this study was adapted from Macalister and Nation (2019) who proposed a systematic approach to conducting environment analysis and needs analysis. Their framework provides a comprehensive foundation for investigating language learning needs through various aspects including present knowledge, required knowledge, and learning conditions. The adaptation of their questionnaire model ensures a reliable and validated instrument for collecting data about learners' specific needs in the current study context.

The analysis begins with collecting data from EFL students about their learning needs for critical literacy. This data is then condensed and organized through a reduction process, focusing on information most relevant to the research question. The reduced data is visually displayed using matrices or networks to identify patterns and relationships. From these displays, initial conclusions about students' learning needs for critical literacy are drawn and verified against the original data, ensuring accuracy and reliability.

The process continues with coding the data to categorize different aspects of learning needs, followed by grouping these codes into broader themes that relate to critical literacy in EFL contexts. These themes are then interpreted within the framework of existing literature on EFL teaching and critical literacy (Abednia and Crookes, 2019; Luke and Freebody, 1999). The findings are validated through techniques such as member checking or peer debriefing (Lia and Hitchcock, 2018). Finally, the results are presented in a coherent narrative, using direct quotes to support interpretations and discussing implications for developing a critical literacy model tailored to EFL students' needs.

RESULTS AND DISCUSSION

This section presents the key findings from the analysis of EFL students' needs regarding a critical literacy model, followed by a discussion of their implications. Furthermore, the data presentation of the student's needs encapsulates two aspects: (1) Target needs which involves necessities, lacks, and wants, (2) Learning needs which comprises goals, input, setting, lecturer's roles, and learner's roles.

1. Target Needs

Target needs demonstrate the specific requirements, desires, and problems regarding the implementation of a critical literacy model in the classrooms. In the context of English as a Foreign Language (EFL) education, these needs are particularly crucial as they inform the design and execution of critical literacy instruction. Target needs encompass three key components: necessities, lacks, and wants. Necessities refer to what students must know or be able to do to effectively engage with critical literacy practices. Lacks represent the gap between students' current critical literacy skills and the desired level of proficiency. Wants reflect the students' own perceptions of what they need to learn or improve in terms of critical literacy

a. Necessities

The students were involved in the process of selecting the reading topics. They might select the reading topics in accordance with their reading interest, cultural background, and also familiarity of the topics. The researchers provided some reading topics such as discrimination, environmental issue, gender equity, racism, racial equality, child welfare, poverty, gay and lesbian right, homelessness, prejudice, persecution, and force relocation. All of those reading topics help the readers to explore the power relation, question the dominant narrative, analyze the multiple perspectives, and

Table 1. Reading Topics

Topic of Critical Reading Materials	Count	Percentage
Discrimination	66	80.5
Environmental Issue	60	73.2
Gender equity	59	72
Racism	55	67.1
Racial equality	35	42.7
Child welfare	34	41.5
Poverty	32	39
Gay and lesbian right	21	25.6
Homelessness	21	25.6
Prejudice	19	23.2
Persecution	16	19.5
Forced relocation	9	11

also promote social justice awareness. The student's choices of reading topics were presented in the table 1.

There were five reading topics in one semester. After that, there were two reading texts for one reading topic. Table 1 demonstrates that the most selected reading topics were Discrimination (80.5 %). It was followed by Environmental Issue (73.2 %) and Gender Equity (72 %). The findings help the researchers to adapt the topics about the social justice issues which take place in the society. Furthermore, the findings corroborate the previous researchers which were conducted by Pittman and Daniel (2020), and Papadopoulos and Griva (2022) They found that the social justice theme, gender related topic, and environmental issue topics might become the powerful tools to develop critical reading skills by promoting social awareness, global citizenship, and critical thinking.

b. Lacks

Lacks represent the problems faced by the students in Critical Reading Class. These are the gaps between students' current abilities and the skills they need to effectively engage in critical reading. In the context of needs analysis, lacks are crucial for identifying areas where targeted instruction and support are necessary. These problems or deficiencies can manifest in various aspects of critical reading such as identifying possible meanings, reading from many perspectives, identifying opinion in the text, identifying particular views, examining the hidden purposes, identifying prejudice and belief, making positive change, identifying dominant culture in the text, and producing a counter text as described in Table 2.

Table 2 illustrates that the students encountered the reading

Table 2. Reading Problems

Reading Problems	Count	Percentage
Identifying possible meanings.	48	58.5
Reading from many perspectives.	45	54.9
Identifying opinion in the text	41	50
Identifying particular views in the text.	41	50
Examining the hidden purposes of the text.	39	47.6
Identifying prejudice and belief	34	41.4
Making a positive change after reading the text.	31	37.8
Identifying dominant culture in the text	27	32.9
Producing a counter text.	19	23.2

difficulties on these skills: Identifying possible meanings (58.5%), Reading from many perspectives (54.9%), and Identifying opinion in the text (50%). In addition, the results of the interview with the lecturers, they asserted that the students in Critical Reading class are lack of critical thinking skills. Mrs. Mirna says "*Thinking critically is not part of the students' habits. Their parents did not shape their critical thinking skills*". Therefore, they students tended to absorb the information that they obtained without evaluating them properly. Another obstacle which was expressed by the lecturer is lack of vocabulary. "*Student's limited vocabulary becomes the main problem in class. It makes them struggle in literal comprehension and encounter difficulties in interpreting author's voice*". The findings are in line with the previous studies which were conducted by Açıkgöz and Karataş (2022) and Al-Mekhlafi (2023). They found that students who struggle in surface-level reading and have limited vocabularies would grapple with inference and deeper analysis, and also bear down to question the text and analyze the alternative perspectives.

c. Wants

In this specific educational context, wants represent the desired skills and competencies that students should master in a Critical Reading class. These are not just optional preferences, but rather important learning outcomes that have been identified as crucial for student success in critical reading. By eliciting the student's wants, educators can design more effective curricula, choose appropriate teaching materials and methods, and create relevant assessments to ensure students are mastering these critical skills. There are some required skills in Critical Reading class such as (1) Analyzing, evaluating, producing text across modes of language, (2) Producing and understanding meaning through speaking and listening, (3) Visualizing, and observing, reading, and writing, (4) Reflecting on student's learning and development, and (5) Working collectively and engaging in questioning process with peers as illustrated in Table 3.

Table 3. The Required Skills

Required Skills	Count	Percentage
Analyzing, evaluating, producing text across modes of language	69	84.1
Producing and understanding meaning through speaking and listening, visualizing and observing, reading and writing.	54	65.9
Reflecting on students' learning and development.	40	48.8
Working collectively and engaging in questioning process with peers.	34	41.5

The students should master those skills in order to perform critical reading skills. The highest position of the required skill is Analyzing, evaluating, producing text across modes of language (84.1%). The ability to analyze, evaluate, and produce text across various modes of language is fundamental to success in a critical reading class and beyond. These skills are essential components of multiliteracy, which is increasingly crucial in our diverse and technologically advanced society (Cope and Kalantzis, 2015). The other skills are Producing and understanding meaning through speaking and listening, visualizing and observing, reading and writing (65.9%) and Reflecting on students' learning and development (48.8%). In one interview with Critical Reading lecturer, he says *"Comprehension is the key even in Extensive Reading. They need to understand the text that they are reading before giving response critically"* The lecturer emphasized the crucial role of comprehension in developing critical thinking and response skills. It is important to note that text comprehension is a complex and time-intensive process, particularly for those new to reading. Beginners must first grasp the literal meaning of a text before they can engage in criticism or formulate responses. To facilitate this process, the lecturers have a responsibility to tap into students' prior knowledge and pose thought-provoking questions. These strategies help the students achieve a basic understanding of the text's content, which is essential before moving on to more advanced critical analysis.

2. Learning Needs

The assessment of learning needs is designed to gather pertinent data across five key areas: (1) Goals, (2) Input, (3) Setting, (4) Lecturer's roles, (5) Learner's roles. This analysis of learning needs aims to provide a comprehensive understanding of the educational environment, from the perspectives of both students and educators. It covers the intended outcomes, the resources and methods used to achieve these outcomes, the structure of the learning experience, and the roles played by both teachers and learners in the educational process.

a. Goals

Setting clear learning objectives is crucial for maximizing educational effectiveness. These objectives guide the students in selecting appropriate study techniques, identifying relevant reading materials, and choosing

necessary learning resources. Because learning objectives effectively chart the course of education, it is essential for each student to define their specific goals before embarking on their learning journey. This proactive approach to goal-setting helps focus efforts and resources on the most pertinent aspects of the subject matter, ultimately leading to a more structured and purposeful learning experience. Table 4 explains the learning goals of the students in Critical Reading class.

Table 4. Learning Goals

Learning Objectives	Count	Percentage
Improving analytical skills	71	86.6
Enhancing critical thinking skills	68	82.9
Developing higher order thinking skills	67	81.7
Improving writing abilities	52	63.4
Promoting collaborative learning	28	34.1
Developing speaking skills	15	18.3

In both academic and professional spheres of the 21st century, critical thinking stands out as a highly sought-after and essential skill. This cognitive ability has become increasingly valuable in our modern era, with its importance recognized across various fields of study and career paths. Table 4 shows that Improving analytical skills (86.6%), Enhancing critical thinking skills (82.9%), and Developing higher order thinking skills (81.7%) become the primary goals in Critical Reading class. The findings are in line with Huang (2011) which emphasizes the importance of mastery-oriented goals in critical reading instruction. These are the learning goals which focus on the development of competence, understanding, skill acquisition to improve student's ability to analyze, interpret, evaluate text deeply and effectively.

b. Input

This section examines the various components of input. It encompasses four aspects such as (1) Learning sources, (2) Length of the text, (3) Reading activity, (4) Assessment described as follows.

The first aspect is learning sources. In today's learning environment, students equipped with internet-connected devices have unrestricted access to a vast array of information. Their educational resources now span a diverse range, encompassing everything from current news reports and scholarly publications to web-based articles, public addresses, visual media, works of literature, and commercial messaging as explained in Table 5.

Table 5. Learning Sources

Material Source	Count	Percentage
News article	72	87.8
Academic journal	61	74.4
Online articles	60	73.2
Video	39	47.6
Novel or short story	37	45.1
Speech	29	35.4
Poster	25	30.5
Poem	19	23.2
Advertisement	15	18.3

Table 5 demonstrates that the most selected learning sources is News article (87.8%). In this respect, the learning materials in Critical Reading class would be adapted from online newspaper such as the Jakarta Post, BBC, and the Guardian. The other learning sources which are potentially used in the classrooms are Academic journal (74.4%) and Online articles (73.2%). The findings in the current study supports the previous research which was conducted by Smith (2022). He found that the integration of news article and opinion texts in Critical Reading curricula might improve the student engagement and enhance the student's ability to identify the argumentative frameworks.

The second aspect is the length of the text. The length of text in reading materials plays a crucial role in students' learning experiences and outcomes. It affects cognitive load, engagement, and the development of various reading skills. Shorter texts can be less intimidating and allow for quick comprehension exercises, making them ideal for building confidence and practicing specific skills. They also accommodate shorter attention spans and enable coverage of diverse topics in limited time. Conversely, longer texts challenge students to develop reading stamina, delve deeper into subjects, and hone advanced analytical skills.

Table 6. The Length of the Text

Length of the Text	Count	Percentage
200 words / 3 paragraphs	45	54.9
1-2 pages	30	36.6
150 words/ 2 paragraphs	21	25.6
No more than 3 pages	13	15.9
2-3 pages	5	6.1

In Critical Reading classes, texts of two paragraphs or up to three pages are typically considered suitable. Interestingly, the needs analysis revealed that many students were eager to tackle longer texts. The findings showed a strong preference for texts consisting of three paragraphs (54.9%) or spanning one to two pages (36.6%), with these options ranking as the top two choices for ideal text length among students.

The third aspect is reading activities. The processes are divided into three phases: pre-reading, while-reading, and

post-reading. Each phase has different objectives and also learning activities as described in Table 7.

Table 7. Reading Activities

	Count	Percentage
Pre-Reading Activities		
Skimming text to get the overall meaning.	43	52.4
Connecting texts and students' personal life	42	51.2
Sharing previous experiences with peers and lecturer.	40	48.8
While-Reading Activities		
Understanding literal and figurative meanings within a text	60	73.2
Articulating a main idea	40	48.8
Involving in small group discussion	39	47.6
Post-Reading Activities		
Writing a short summary for every paragraph.	55	67.1
Responding to a text review.	55	67.1
Conducting self-reflection.	45	54.9

In Pre-reading activities, Students showed a preference for certain pre-reading activities to extract information from texts. Their top choice was skimming the material to grasp its general meaning (52.4%). This was complemented by various methods to stimulate their background knowledge, including connecting texts and personal life (51.2%), discussing past experiences with classmates and instructors, and engaging with multimedia elements like videos, objects, images, or songs relevant to the topic at hand (48.8%). In While-reading activities, the students preferred to have such tasks, namely understanding literal and figurative meanings (73.2%) and articulating the main idea (48.8%). Both activities helped them to build their understanding. Furthermore, the students were preferable to work in a small group (47.6%). It was meant to construct five questions, share and compare the critical questions, reflect on many contradictory perspectives, and make dialogue and give opinions. In Post-reading activities, it was clear that there were three preferable activities: writing a short summary for every paragraph (67.1%), responding to a text review (67.1%), and conducting self-reflection (54.9%).

The last aspect is assessment which aims to evaluate the learning process and also show the learning achievement of the students in Critical Reading class. There are some assessment techniques used to assess critical reading skills such as self-assessment, peer assessment, journal, rubric, and E portfolio as shown in Table 8.

Table 8. Assessment

Assessment Technique	Count	Percentage
Self-assessment.	66	80.5
Peer assessment	50	61
Journal	32	39
Rubrics	23	28
E-portfolio	20	24.4

The findings show that the most preferable assessment technique in Critical Reading class is self-assessment (80.5%). Then, peer-assessment (61%) was ranked in the

second preferable assessment technique. The use of those assessment techniques in the classrooms might improve critical thinking skills, increase student engagement, and provide broader opportunity of personalized learning.

c. Setting

Learning materials are fundamental to the success of a Critical Reading class, serving as the backbone for instruction, practice, and skill development. These resources, which can include textbooks, articles, literary works, digital content, and supplementary handouts, provide the essential framework through which students learn to analyze, interpret, and evaluate written information critically. Learning materials were given at the beginning of the semester or every week as described in Table 9. The researchers found two contrasting methods of

Table 9. Distribution of Learning Materials

Material Distribution	Count	Percentage
Every week.	48	58.5
At the beginning of the semester.	38	43.6

distributing the learning materials. Table 9 demonstrates that the students preferred to obtain the learning materials every week before they start the course (58.5%). On the other hands, few students who wanted the learning materials to be distributed at the beginning of the semester (43.6%). The findings of the current study are in line with the previous researches which were conducted by Rodriguez and Kim (2022) and Chen (2023). They believe that distributing course materials gradually and thoughtfully over time, instead of making everything available at the start, was found to enhance students' involvement and their ability to retain critical reading skills.

d. Lecturer's Roles

In a Critical Reading class, the lecturers play several crucial roles that are fundamental to developing students' analytical and interpretive skills. Primarily, the lecturers serve as a guide and facilitator, helping students navigate complex texts and challenging ideas. Ultimately, the lecturer's role is to empower students to become independent, discerning readers capable of critically examining and evaluating any text they encounter.

Table 10. The Roles of a Lecturer

Lecturer's Roles	Count	Percentage
Motivator to encourage diverse interpretation and attract other voices to speak	67	81.7
Facilitator of a research and learning process	63	76.8
Commentator on students' experiences, ideas, and proposals	50	61
Manager of a learning process	36	43.9
Gatekeeper of a learning process	31	37.8

The current study revealed that the lecturers were perceived to have multiple roles. Students saw them as sources of motivation (81.7%), facilitators of learning (76.8%), and providers of feedback on their thoughts and suggestions (61%). In addition, learners expected their instructors to guide the learning process (76.8%) and act as the gatekeeper during the learning process (37.8%). Further insights from interviews uncovered an additional anticipated role for Critical Reading class lecturers. They were expected to act as mentors, offering structured support and posing thought-provoking questions to systematically guide students in interpreting social phenomena. The findings strengthened the previous research which was conducted by Johnson and Lee (2022). They emphasized that the lecturer's role as a facilitator who guides the students through complex ideas and texts for developing the critical thinking skills.

e. Learner's Roles

In a Critical Reading class, students take on active and multifaceted roles that are essential to their learning and skill development. Primarily, students function as engaged readers, actively interacting with texts by questioning,

Table 11. The Roles of a Learner

Learner's Roles	Count	Percentage
Actively involves in learning process.	72	87.8
Independently evaluates learning process.	45	54.9
Initiatively plans and organizes learning activities.	44	53.7

analyzing, and evaluating the content and its underlying assumptions. They serve as critical thinkers, learning to dissect arguments, identify biases, and assess the credibility of sources. Students also act as discussants, participating in class dialogues where they articulate their interpretations, challenge ideas, and consider diverse perspectives.

Table 11 demonstrates that the students expect that they can actively involve in the learning process (87.8%). Equally important, they also act as an evaluator who independently evaluate the learning process (54.9%) and as an organizer who organizes and plans the learning activities (53.7%). The current study corroborates the previous research which was conducted by Garcia, Lopez, and Sanchez (2023). The study found students in Critical Reading class play as a self-assessor. They monitor their own learning progress and identify certain areas to improve their critical reading skills.

CONCLUSION

This study reveal that students require a multifaceted approach that goes beyond traditional language instruction to encompass critical thinking skills, cultural awareness, and the ability to analyze texts from multiple perspectives. The study also underscores the importance of integrating

authentic materials, collaborative learning opportunities, and technology-enhanced resources into the EFL curriculum to support critical literacy development. Moreover, the study highlights the necessity of addressing students' diverse linguistic backgrounds and prior knowledge to create a more inclusive and effective learning environment. These insights provide a foundation for developing a comprehensive Critical Literacy Model that aligns with EFL students' specific needs and challenges in today's globalized context.

This research has significant implications for EFL education. It calls for a revision of curricula to systematically incorporate critical literacy, requiring teacher training to facilitate critical thinking skills. Educational institutions should invest in multimodal and culturally diverse resources. Assessment methods need updating to evaluate both language proficiency and critical literacy skills. These changes will better equip EFL students to navigate global communication and engage critically in our interconnected world.

Future studies on Critical Literacy Model development in EFL contexts should explore several key areas. Experimental research should be conducted to test the effectiveness of the proposed model in different educational settings, comparing traditional reading instruction with critical literacy-based approaches. Longitudinal studies would be valuable to examine the long-term impact of critical literacy instruction on students' reading comprehension, critical thinking abilities, and cultural awareness. Researchers should also investigate how different technological tools and platforms can effectively support critical literacy development in EFL contexts. Further exploration is needed on how to assess critical literacy skills systematically, including the development and validation of assessment instruments. critical literacy implementation in EFL settings and provide evidence-based practices for practitioners.

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