

NEW FRONTIERS IN ENGLISH LITERACY EDUCATION: PREPARING CRITICAL JUNIOR SECONDARY EASTERN INDONESIA STUDENTS

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ABSTRACT

This study examines innovative methods for teaching English literacy to junior secondary students in Eastern Indonesia, focusing on critical literacy. Using an ethnopedagogical approach, it investigates the challenges and strategies for implementing critical literacy, the effects on students' perspectives and cultural identities, and develops tailored teaching models. Data were gathered through classroom observations, interviews with two English teachers and 50 eighth-grade students from two schools, and documents analysis. The findings highlight significant resource disparities between urban and rural areas, requiring creative adaptations of critical literacy methods. Incorporating local contexts into literacy activities strengthened students' cultural identities and enhanced their engagement with global issues. Successful pedagogical models included bilingual multimodal texts, digital literacy integration, and collaborative project-based learning. The study also identified challenges from traditional teaching methods and an exam-focused culture, suggesting a gradual introduction of critical thinking activities. The findings of the study provide valuable insights for teachers and policymakers on implementing effective English literacy education in diverse, resource-limited settings, underscoring the need for culturally response approaches.

Keywords: Critical literacy, English as a foreign language, Eastern Indonesia, ethnopedagogy, student identity

INTRODUCTION

The concept of literacy has profoundly evolved beyond simply reading and writing. In contemporary education, it encompasses a sophisticated array of critical thinking, digital literacy, and the capacity to analyse information from diverse sources (Dede et al., 2010; Leu et al., 2015). Fundamentally, as Janks (2013) articulates, literacy is not a neutral skill set but a critical social practice intrinsically linked to power. Drawing on Foucault's theories, Janks (2013) posits that discourse shapes identities and worldviews, often rendering individuals unconscious agents of dominant ideologies. From this perspective, meaningful engagement with text necessitates developing a critical stance toward the discourses we consume and produce (Hall & Piazza, 2008; Huang, 2011)

In Indonesia, the government has responded to this evolving paradigm with initiatives like the National Literacy Movement (*Gerakan Literasi Nasional*), aiming to cultivate

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multifaceted literacy skills (Antoro, 2017; Dafit et al., 2020). However, the practical implementation of these policies faces significant hurdles. Resource disparities, infrastructural deficiencies, and a disconnect between policy intentions and actual classroom practices are pervasive issues across the nation (Antasari, 2017; Faradina, 2017). Without an explicit focus on critical engagement, such programs risk falling short, failing to equip students with the tools to question power dynamics in texts—to discern whose interests are served, who is excluded, and how power operates through language (Huang, 2011; Janks, 2013). Consequently, many students remain unprepared to navigate a global environment where dominant discourses subtly but powerfully shape perceptions and identities (Janks, 2013).

While these challenges are pervasive across Indonesia, they are particularly pronounced in Eastern Indonesia, where unique geographical, economic, and cultural factors create a complex educational landscape (Azzizah, 2015; Widodo, 2016). This region struggles with limited access to quality educational resources, a shortage of qualified teachers, and immense linguistic diversity, all of which impede effective English language instruction (Kirkpatrick, 2014; Widodo, 2016).

Despite the acknowledged severity of these issues, there remains a considerable void in research specifically addressing the needs of English literacy education in Eastern Indonesia. Few studies have explored innovative pedagogical approaches tailored for this context, particularly at the junior secondary level (Sulistiyo et al., 2020; Tamah et al., 2020; Yang et al., 2023). Importantly, the integration of critical thinking skills within English language instruction in this region remains largely unexplored. This research deficit is particularly concerning given the escalating importance of both English proficiency and critical literacy for academic and professional success in the global arena.

However, this challenge is not a new phenomenon in Indonesia as it mirrors a broader global issue in language education often described as teaching in difficult circumstances. In such environments, a pedagogical shift towards critical literacy is essential not only for enhancing language skills but also for addressing complex sociocultural realities and fostering social justice (Kuchah, 2018; Simons & Fennig, 2018; Vasquez et al., 2019). Contemporary educational thought increasingly argues that merely teaching technical language skills is insufficient. Instead, education must equip students with the capacity to navigate a world marked by social injustice and inequality, integrating citizenship and human rights perspectives directly into classroom practices (De Costa et al., 2018; Kuchah, 2018).

A central concern in these under-resourced contexts is what Janks (2013) terms the access paradox. This highlights the dilemma of providing students with access to dominant literacies, such as English, without inadvertently marginalizing their local cultures and identities. This challenge can be effectively addressed through innovative, multimodal pedagogies that genuinely value students' diverse linguistic and cultural resources. Such critical approaches can be implemented through concrete classroom practices that meaningfully connect learning to students' lived experiences, proving effective even within environments constrained by limited resources.

Therefore, this study aims to bridge these identified research gaps by exploring effective approaches to English literacy education for junior secondary students in Eastern Indonesia. Specifically, this research seeks to (1) investigate the contextual challenges and adaptive strategies influencing the implementation of critical literacy in English language learning within junior secondary schools in Eastern Indonesia; (2) examine how critical literacy approaches in English language learning affect students' perspectives on global issues and their sociocultural identities in the Eastern Indonesian context; (3) develop pedagogical models and identify best practices for integrating critical literacy into English language learning, specifically tailored for the Eastern Indonesian context. By focusing on the simultaneous development of critical literacy skills and English language proficiency, while carefully considering the distinct socio-cultural landscape and resource limitations of this vital region, this research aims to empower students in Eastern Indonesia with the critical competencies necessary to navigate and thrive in the complex realities of the 21st-century global society.

METHODS

This study involved two English language teachers and 50 eighth-grade students from two junior secondary schools in Eastern Indonesia. The teachers, referred to as Ms. AW and Mr. BT for confidentiality, were chosen based on their experience teaching English and their willingness to integrate critical literacy approaches. Ms. AW has 12 years of experience at a public semi-urban school, while Mr. BT has 8 years of experience at a private school in a rural setting. Both teachers had previously participated in professional development focused on enhancing English language instruction.

Student participants included 25 eighth-grade students from each school, from the classes taught by Ms. AW and Mr. BT. This grade level was selected as it represents a critical period for students to engage with more complex English texts and ideas (Hartshorne et al., 2018). The students were chosen to reflect a diverse range of English proficiency levels, socio-economic backgrounds, and local ethnic groups, representing the varied student population in Eastern Indonesia. In selecting these participants, purposive sampling was used for both teachers and the students. It allowed to gather participants who could provide rich and relevant data for the study. The deliberate inclusion of participants from different school types and setting, enabled a comprehensive exploration of critical English literacy implementation across diverse educational contexts in this region.

Furthermore, ethical considerations were also important in this study. Before commencing the research, informed consent was obtained from all adult participants, and parental consent for student participants. The voluntary nature of participation was emphasized, along with individuals' right to withdraw at any time without consequence. To protect privacy and confidentiality, pseudonyms were used for all individuals and institutions. All collected data was stored securely and accessed only by the research team.

In terms of research design, this study employed an ethnopedagogical research design, integrating ethnographic principles with pedagogical inquiry to investigate educational phenomena within their specific cultural contexts. This approach, as conceptualized by Alwasilah et al. (2022) and Suratno (2010), was particularly well-suited for examining critical English literacy education in the culturally rich context of Eastern Indonesia. Ethnopedagogy allowed us to explore the intricate relationships between cultural practices, local wisdom, and educational processes.

This design aligns with the theoretical framework of this study, which emphasizes the sociocultural nature of learning and the importance of culturally responsive teaching. By adopting this approach, it is acknowledged that educational practices are deeply embedded in cultural systems and that effective teaching must be grounded in local knowledge and values. This is especially important in Eastern Indonesia, where traditional knowledge systems coexist with modern educational approaches. A key strength of ethnopedagogy is its ability to uncover and value indigenous knowledge systems and local educational practices often overlooked in conventional research (Suratno, 2010), helping to understand how local cultural resources can be integrated into critical English literacy education.

Data collection employed a triangulated approach, combining classroom observations, semi-structured interviews, and document analysis (Creswell & Poth, 2016). This multi-method strategy aligned with the ethnopedagogical design. Classroom observations utilized a semi-structured protocol, adapted from the framework of Kumaravadivelu (2003), to capture teacher-student interactions, critical literacy strategies, and student engagement during ten 90-minute sessions per teacher over three months; field notes and audio recordings supplemented these observations. Semi-structured interviews were conducted with both teachers and students; teacher interviews (approximately 60 minutes each) took place at the beginning, middle, and end of the observation period to explore their understanding, challenges, and perceived impacts of critical literacy (Janks, 2013), while a single focus group of 10 students participated in two 45-minute sessions to explore their experiences with critical literacy activities, perceptions of English learning, and its relevance to their lives. Lastly, document analysis comprised the third component, involving lesson plans, teaching

materials, student work samples, and school policies, which were analysed using critical discourse analysis approach by Fairclough (2013) to examine the integration of critical literacy concepts and student engagement.

Data analysis followed a systematic, iterative approach, integrating thematic analysis with critical discourse analysis (Clarke & Braun, 2013; Fairclough, 2013). The initial phase involved familiarisation with the data, including transcribing audio recordings and digitizing field notes. Repeated readings generated initial codes through an open coding approach to identify emerging concepts. Subsequently, a more focused coding process grouped these codes into broader categories and themes, guided by the research questions. NVivo software assisted in managing the qualitative data. The third phase involved critical discourse analysis of selected excerpts, primarily from observations and document analysis. Informed by model of Fairclough (2013), this examined linguistic features, discursive practices, and broader sociocultural contexts, providing insights into how power relations and cultural ideologies manifested in the classroom. Throughout the analysis, member checking enhanced credibility by sharing preliminary interpretations with teacher participants for feedback. Peer debriefing sessions among the research team also helped refine the analytical framework. The final stage involved synthesising findings from both thematic and critical discourse analyses to develop a coherent narrative addressing the research questions.

FINDINGS AND DISCUSSION

Contextual challenges and adaptive strategies in implementing critical literacy

The implementation of critical literacy approaches in English language learning at junior secondary schools in Eastern Indonesia unveiled a complex landscape of challenges and innovative adaptations. This study's findings, derived from classroom observations, interviews, and document analysis, illuminate the intricate interplay between socioeconomic disparities, cultural traditions, and educational practices in shaping the terrain of critical literacy education in this diverse region.

A primary challenge identified was the stark disparity in resources between urban and rural areas, echoing research done by Azzizah (2015) on educational inequalities in Indonesia. Ms. AW, teaching in a semi-urban public school, articulated a common struggle during an interview:

Excerpt 1

We have limited access to diverse reading materials and technology. This makes it challenging to expose students to a wide range of perspectives, which is important for critical literacy.

(Data from interview with Ms. AW, 20/09/2023)

Classroom observations corroborated this statement, revealing a reliance on outdated textbooks and limited use of multimedia resources. This resource scarcity was even more pronounced in a rural private school taught by Mr. BT, where intermittent internet connectivity severely restricted access to online resources. Document analysis of lesson plans revealed teachers' attempts to incorporate digital literacy activities, often dissatisfied by technological limitations. These disparities not only hinder the implementation of critical literacy approaches but also perpetuate existing educational inequalities, potentially widening the gap between urban and rural students' critical thinking skills and global awareness.

However, the study revealed that these resource constraints catalyzed remarkable pedagogical innovations. The creative utilization of local newspapers and community stories as texts for critical analysis done by Mr. BT exemplifies a resourceful approach as he stated in the interview:

Excerpt 2

By using local content, we not only overcome the lack of resources but also make learning more relevant to students' lives.

(Data from interview with Mr. BT, 25/09/2023)

This strategy aligns with Canagarajah (2013) who emphasizes on leveraging local knowledge in literacy practices and demonstrates how contextual limitations can be transformed into opportunities for culturally relevant learning. Classroom observations showed students engaging deeply with these local texts, drawing connections between global issues and their immediate context. Similarly, Ms. AW implemented a peer-sharing system where students with access to additional resources shared with those who had limited access, fostering a collaborative learning environment. This approach not only addressed resource scarcity but also promoted peer-to-peer learning and solidarity, reflecting Vygotsky's sociocultural theory of learning.

The study also uncovered a significant challenge in the form of entrenched traditional teaching methods and an exam-oriented culture, which initially posed resistance to the implementation of critical literacy approaches. Both teachers reported encountering skepticism and hesitation from students accustomed to passive learning methodologies. This resistance reflects the deep-rooted nature of traditional pedagogical practices in the Indonesian education system, as noted by Widodo (2016), and highlights the need for a gradual, culturally sensitive approach to introducing critical literacy.

To navigate this challenge, the teachers employed a scaffolded approach to introducing critical thinking activities, aligning with the concept of scaffolding in language learning explained by Walqui (2006). They began with simple questioning techniques and progressively introduced more complex analytical tasks, allowing students to gradually acclimate to the demands of critical literacy. Classroom observations revealed a marked increase in student participation and critical engagement over time. For instance, in Mr. BT's class, students initially struggled with open-ended questions but by the end of the study period were confidently debating multiple perspectives on local environmental issues. This incremental approach not only facilitated students' adaptation to new learning methodologies but also helped mitigate potential cultural conflicts arising from abrupt changes in teaching practices.

The study further revealed that the implementation of critical literacy approaches necessitated a reconfiguration of teacher-student relationships and classroom dynamics. Traditional hierarchical structures, where teachers were seen as unquestionable authorities, had to evolve into more collaborative, dialogic relationships. This shift was particularly challenging in contexts where respect for authority is deeply ingrained in the cultural fabric, as noted by Suratno (2010) in his work on ethnopedagogy in Indonesia. Teachers had to carefully balance maintaining cultural respect while encouraging students to question and critically analyze texts, including those produced by authority figures. Document analysis of teacher reflective journals showed their ongoing struggle and gradual progress in this area:

Excerpt 3

I am learning to step back and let students lead discussions more. It was uncomfortable at times, but I see them growing in confidence and critical thinking.

(Data from Ms. AW's reflective journal, 15/10/2023)

An unexpected finding was the role of linguistic diversity in both challenging and enriching critical literacy practices. Eastern Indonesia's multilingual landscape, where students often navigate between local languages, Bahasa Indonesia, and English, initially posed challenges in implementing critical literacy approaches. However, this linguistic diversity also provided unique opportunities for comparative language analysis and critical reflection on the relationship between language, power, and identity. Teachers reported that multilingual students often demonstrated enhanced metalinguistic awareness, which facilitated their

engagement with critical literacy concepts. This finding aligns with the theory of linguistic interdependence elaborated by Cummins (2017) and suggests that multilingualism can be a valuable resource in developing critical literacy skills.

Impacts of critical literacy approaches on students' perspectives and socio-cultural identities

The implementation of critical literacy approaches in English language learning had a profound and multifaceted impact on students' perspectives on global issues and their socio-cultural identities. This transformation was evident across multiple data sources, including classroom observations, student interviews, and analysis of student work samples. The findings reveal a significant shift in students' engagement with texts, their critical thinking skills, and their understanding of the relationship between language, culture, and power.

Initially, many students exhibited a tendency to accept information at face value, particularly when presented in English. This uncritical acceptance was especially pronounced with texts from Western sources, reflecting a lingering colonial mindset that privileged English-language content. As noted in classroom observations, students initially struggled to question or critically analyse texts, often accepting them as authoritative simply due to their language of presentation. However, as the study progressed, a marked change was observed in students' approach to texts. One student from Ms. AW's class articulated this shift:

Excerpt 4

I used to think that if it's in English, it must be true. Now I know how to ask questions like 'Who wrote this?' and 'What's their purpose?'

(Data from the classroom observation, 20/09/2023)

This development aligns with Luke's (2012) assertion that critical literacy empowers learners to examine the sociopolitical dimensions of language use. It also resonates with Janks' (2013) concept of critical literacy as a tool for unveiling and challenging power relations embedded in texts.

The integration of local contexts in critical literacy activities led to a strengthened sense of cultural identity among students. Analysis of lesson plans and classroom observations revealed that both Ms. AW and Mr. BT consistently incorporated local texts, stories, and issues into their critical literacy lessons. This approach allowed students to apply critical reading strategies to both local and global texts, fostering a deeper appreciation of their own cultural perspectives. A student from Mr. BT's class noted in excerpt 5:

Excerpt 5

Comparing our local stories with English texts made me realize that our culture has important things to say to the world. We're not just learning about others, but also about ourselves

(Data from an interview with S3 (Student 3), 20/9/2023)

This finding supports the argument of Norton and Toohey (2011) that critical literacy can serve as a tool for learners to negotiate their identities and challenge cultural stereotypes. It also aligns with the concept of translanguaging practice explained by Canagarajah (2013), where students navigate between different linguistic and cultural systems to construct meaning and identity.

The study observed an increased engagement with global issues among students, accompanied by a more nuanced understanding of these issues' local implications. Classroom discussions on topics such as climate change, cultural diversity, and global economic disparities became more sophisticated over time. Students demonstrated a growing ability to connect global issues to their local context, as evidenced in their written assignments and class presentations. For instance, in a project on environmental issues, students critically

analysed both international and local media coverage of deforestation in Eastern Indonesia, identifying biases and proposing locally relevant solutions.

This development aligns with the view of Janks (2013) on critical literacy perceiving this skill as a means of promoting social consciousness. It also reflects Freire's concept of "reading the world" alongside "reading the word," where literacy becomes a tool for understanding and potentially transforming social realities. The students' evolving perspectives demonstrate what Lewison et al. (2002) describe as the four dimensions of critical literacy: disrupting the commonplace, interrogating multiple viewpoints, focusing on sociopolitical issues, and taking action and promoting social justice.

A particularly noteworthy finding was the impact of critical literacy approaches on students' linguistic self-confidence and willingness to engage with English. Initially, many students, especially those from rural areas, expressed hesitation in using English, viewing it as a foreign language disconnected from their daily lives. However, as they engaged with critical literacy activities that connected English to local issues and global concerns, their attitudes shifted. Ms. AW noted in her final interview as can be seen in excerpt 6:

Excerpt 6

I have seen a remarkable change in students' willingness to speak English. They're not just reciting dialogues anymore; they are using English to express their opinions about real issues that matter to them.

(Data from the interview with Ms. AW, 20/9/2023)

This observation aligns with the concept of investment in language learning proposed by Norton and Toohey (2011), where learners' willingness to engage with a language is closely tied to their ability to construct desirable identities through that language. The development of critical literacy skills also had a notable impact on students' digital literacy practices. Document analysis of students' online research projects and social media interactions revealed an increasing sophistication in how they navigated and evaluated online information. Students demonstrated greater awareness of issues such as fake news, online echo chambers, and the importance of verifying sources. This finding resonates with the work of Warschauer (2011) on digital literacies and highlights the importance of critical literacy skills in navigating the complex information landscape of the digital age.

Pedagogical models and best practices for integrating critical literacy skills

The study identified several effective pedagogical models and best practices for integrating critical literacy into English language learning in the Eastern Indonesian context. Through classroom observations, teacher interviews, student focus groups, and document analysis, a nuanced picture emerged of how critical literacy approaches can be effectively implemented in this unique educational landscape.

A key finding was the effectiveness of a hybrid model that combined elements of multiliteracies pedagogy proposed by Cope and Kalantzis (2015) with local cultural practices. This approach allowed for the integration of global perspectives while maintaining cultural relevance. Classroom observations revealed that lessons incorporating both local and global texts resulted in higher student engagement and more nuanced critical discussions. For instance, in Ms. AW's class, students analysed a local folktale alongside an English news article about deforestation, leading to rich discussions about environmental issues from both local and global perspectives. This aligns with concept of translanguaging practice explained by Canagarajah (2013), which emphasizes the importance of leveraging students' full linguistic repertoires in literacy education.

One particularly successful practice was the use of multimodal texts that incorporated both English and local languages. His approach of using bilingual news articles for critical analysis proved especially effective. During an interview, he stated:

Excerpt 7

Using bilingual texts help students see how the same event can be portrayed differently in different languages. It's a powerful way to develop critical awareness.

(Data from an interview with Mr. BT, 26/09/2023)

Classroom observations corroborated this, showing students actively comparing linguistic choices and framing between English and Indonesian versions of news articles. This practice not only enhanced critical literacy skills but also affirmed students' bilingual identities, supporting theory of investment in language learning stated by Norton and Toohey (2011).

The integration of digital literacy skills with critical literacy emerged as another effective strategy. Despite resource constraints, both teachers found innovative ways to incorporate digital tools into their lessons. Ms. AW's use of social media posts for critical analysis was particularly engaging for students. In excerpt 8, one student remarked:

Excerpt 8

Analyzing social media posts in English helps us see the relevance of critical literacy in our daily lives. We are learning to question what we see online, not just in textbooks.

(Data from an interview with the student, 20/09/2023)

This approach resonates with the findings of the study conducted by Tour (2015) on the importance of integrating digital mindsets in language teaching. Document analysis of lesson plans revealed a gradual increase in the incorporation of digital texts over the course of the study, indicating teachers' growing comfort with this approach.

Collaborative project-based learning activities proved highly effective in developing critical literacy skills. Students worked in groups to research and present on local issues using English resources, fostering both language skills and critical thinking. Classroom observations showed high levels of student engagement during these activities, with lively discussions and debates occurring in English. This practice aligns with the sociocultural theory of language learning explained by Thorne and Lantolf (2006), emphasizing the role of social interaction in cognitive development. Teacher reflections in their journals noted improved student confidence in expressing critical perspectives in English over time.

The study also highlighted the importance of scaffolding in implementing critical literacy approaches. Both teachers employed a gradual release of responsibility model, starting with heavily guided critical analysis activities and progressively increasing student autonomy. This approach was particularly effective in helping students transition from traditional, more passive learning styles to more active, critical engagement with texts. As Mr. BT noted in excerpt 9:

Excerpt 9

We cannot expect students to become critical thinkers overnight. It's a process of gradually building their confidence and skills

(Data from an interview with Mr. BT, 26/09/2023)

This scaffolded approach aligns with Vygotsky's concept of the Zone of Proximal Development and Walqui (2006)'s work on scaffolding in language learning.

An unexpected but significant finding was the role of teacher reflection and adaptation in developing effective critical literacy practices. Both Ms. AW and Mr. BT engaged in regular reflective journaling and participated in collaborative planning sessions. This ongoing reflection allowed them to continually refine their approaches based on student responses and challenges encountered. For instance, Ms. AW's journals showed a shift from frustration with students' initial resistance to critical questioning to excitement about their growing engagement over time.

Finally, the study underscored the importance of culturally responsive pedagogy in implementing critical literacy approaches. Both teachers consistently drew connections

between critical literacy concepts and local cultural values and practices. For example, Mr. BT linked the concept of questioning authority in texts to traditional practices of community decision-making in his students' culture. This approach not only made critical literacy more accessible to students but also helped to address potential cultural conflicts. As one student noted in an interview:

Excerpt 10

At first, I thought being 'critical' meant being disrespectful. But now I see how it connects to our own cultural ways of thinking and discussing issues.

(Data from an interview with the student, 20/09/2023)

From the data elaborated in excerpt 10, it can be drawn that these pedagogical models and best practices demonstrate that effective integration of critical literacy in Eastern Indonesian EFL classrooms requires a multifaceted, culturally sensitive approach. By combining elements of multiliteracies pedagogy, digital literacy, collaborative learning, and cultural responsiveness, teachers can create rich learning environments that foster both English language proficiency and critical thinking skills. These findings contribute to the growing body of research on critical literacy in diverse contexts and offer practical insights for educators working in similar settings.

CONCLUSION

This study has illuminated the complex landscape of critical English literacy education in Eastern Indonesia, revealing both significant challenges and innovative adaptive strategies. The findings underscore the profound impact of socioeconomic disparities, cultural traditions, and linguistic diversity on the implementation of critical literacy approaches. Notably, the research demonstrates that while resource constraints and entrenched traditional pedagogies pose substantial obstacles, they also catalyse remarkable pedagogical innovations. The creative utilization of local resources, the implementation of scaffolded learning approaches, and the integration of indigenous knowledge systems have emerged as effective strategies for fostering critical literacy skills among junior secondary students in this unique context. Moreover, the study highlights the transformative potential of critical literacy approaches in shaping students' perspectives on global issues and reinforcing their socio-cultural identities, thereby contributing to the development of more socially conscious and linguistically competent learners.

These findings have significant implications for educational policy and practice in diverse, resource-constrained environments. They suggest that effective integration of critical literacy in EFL classrooms requires a multifaceted, culturally responsive approach that combines elements of multiliteracies pedagogy, digital literacy, and collaborative learning while remaining grounded in local cultural contexts. Future research should focus on developing and evaluating context-specific models of critical literacy education that address the unique challenges and leverage the cultural resources of Eastern Indonesia. Additionally, longitudinal studies examining the long-term impact of these approaches on students' academic achievement and societal participation would provide valuable insights. Ultimately, this research contributes to a nuanced understanding of how global educational approaches can be effectively localized and implemented in diverse cultural settings, offering a pathway towards more equitable and empowering English literacy practices in Eastern Indonesia and similar contexts worldwide.

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