



Improving EFL Students' Critical Global Literacy in Academic Reading Class: How Does It Work?

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Abstract. Having Critical Global Literacy (CGL) competence has become increasingly important in this global and interconnected world, especially for foreign language learning students. This competence provides a critical understanding of national and international events so that a student will have broad thoughts and insights. To achieve this goal, educators in higher education have a responsibility to assist their students in developing their CGL competencies. To respond to this need for CGL competencies, English language learners can be introduced to critical learning activities that can enhance their global and multicultural perspectives. One of the competencies listed in the English Literature curriculum guideline is the Faculty of Cultural Studies Universitas Brawijaya. However, a preliminary study on the Academic Reading (AR) course shows that students still have an inadequate level of CGL competence. Therefore, the CGL Framework was chosen as one of the appropriate strategies to overcome these problems. By implementing this CGL framework, it is hoped that the CGL competence of English Literature students in the AR class can increase significantly, as indicated by the positive attitude and active involvement they show during the learning process. The novelty of the research lies in the absence of similar research that discusses how the CGL framework strategy can be used to overcome problems in learning, especially in this case, namely the inadequate CGL competence of students in the AR class. This study found that critical activities to promote English-speaking learners' social and multicultural perspectives are becoming increasingly essential in this global and interconnected world. The results also show that EFL learners become more globally aware citizens after being exposed to the CGL framework as classroom activities were directed to the world's global and multicultural issues. The results of the study challenge more researchers and practitioners to start thinking about implementing international literacy practices to be introduced to English-language learners in English classrooms. The findings also have implications and practical guidelines for improving students' global awareness by encouraging socially and internationally-focused individuals in this ever-changing, integrated world.

Keywords: Critical Global Literacy · Academic Reading · Classroom Action Research

1 Introduction

Critical Global Literacy (CGL) competence is essential in this global and interconnected world. It is a social skill that enables someone to effectively act as a global citizen or “world-minded person” by enabling them to critically evaluate current national and worldwide events [1]. It embodies a social concern about global problems affecting human lives from diverse perspectives, requiring students to think beyond their views and experiences [2]. CGL fosters a connection to the larger collective and an understanding of the convergence of personal, local, and global concerns [3].

In response to the need for CGL, English language learners' (ELLs') can be introduced to critical practices that can promote their global and multicultural perspectives [4]. To reach this aim, teachers are expected to be able to prepare their students to be global citizens while learning a new language [4]. Therefore, classroom practices should be directed to the enactment of CGL activities.

Research addressing the issue related to CGL is increasing from year to year. Within publication in the last five years (2017–2021), bibliometric (e.g., lens.org), there have been nine closely related scholarly works regarding CGL written by adult L2 writers across countries. Overall, most of those studies on CGL focus on the enactment of CGL in the classroom (see [4–12]). The missing points that the previous studies have is correlated with one of the challenges teachers face in the classroom, namely the importance of utilizing CGL to solve the educational problem.

A preliminary study conducted at Study Program of English Literature (SPEL), Faculty of Cultural studies (FCS), Universitas Brawijaya (UB) found that students in Academic Reading class are lacking in terms of their CGL competence. Findings are (1) most students lack global awareness, (2) most students still cannot make a connection from personal to the global level, (3) students are less critical in giving reasoning on a particular issue, (4) students are less able in embracing diverse viewpoints shown by their way of thinking, (5) students are less able to provide solutions finding thus they do not actively participate in the learning activities. The results of the preliminary study were also supported by an interview result with ten lecturers teaching reading at all levels revealing that most students' CGL is still in its developing state. Therefore, more support or strategies are needed to develop and practice the application of critical global concepts and skills so they can demonstrate consistently in-depth knowledge and understanding and a sophisticated application of critical global concepts and skills.

This issue necessitates a global literacy solution and frequently results in a more demanding workforce that their pupils must deal with and adapt to [13]. Additionally, according to [14], students must be able to view themselves as members of a global commons and individuals within a global context while reading about the rest of the world as well as literature, as a text and understanding the complexities of the interplay between the two. Critical global classrooms are those whose students are interactive, reflective, and globally connected to the texts they are reading. Reading in the classroom is deemed as activities like reading the text for itself (reading on the line and between the line) and rarely reading beyond the line. It is also essential for students to participate in a double reflection of how knowledge exists and how the students exist about that knowledge [15].

1.1 Critical Global Literacy in Reading

Readings that interact with global concepts that address the intricacies surrounding social divisions including gender, color, ethnicity, and religion are necessary to fully educate students for CGL competency, as well as challenge current stereotypes to identify and advocate for necessary change and societal progression, and self-actualization [16]. In the fourth semester, Academic Reading (AR) gives students opportunities to enhance their worldview to be global citizens. This three-credit course is designed to help the students to be able to be readers who weigh information from multiple sources and examine events, settings, characters, and issues from various perspectives. Through this course, students are expected to be critical of the text they are reading and can share local and global views concerning the reading texts they are reading from many different perspectives. Furthermore, literature must be critically studied to promote holding oneself accountable for one's knowledge of how others see the world, actions, views, and global understanding and involvement. Students can become global readers in this augmented reality course by weighing information from numerous sources and examining events, places, personalities, and concerns from various angles. Becoming global readings "involves readings of ourselves and our worlds in the company of other readers and cultures [17]. During the reading process, readers are exposed to various texts revealing the world's issues which trigger them to react to the phenomena and provide views and perspectives to contribute to problems encountered. A key thinking skill that a postsecondary education aims to help students develop in reading is critical literacy. Readers must synthesize, analyze, interpret, rate, and reply to the texts as well as question and examine ideas. The goal of critical literacy in the context of reading is to read a text while comprehending the perspectives put out, following and participating in the author's argument, and being open to their viewpoints and ideas [18].

1.2 Problems Found in Academic Reading Class

First, students' lack of awareness to connect the text they are reading with the everyday phenomena is mainly caused by their tendency to see reading as activities of finding out a piece of information from the questions raised. Students' awareness that the text they are reading sometimes reflects the everyday phenomenon is lacking. Students consider reading activities where information brought in is very much related to their everyday phenomena and can reflect and take a lesson from. Next, as students see reading as an activity of merely looking for the answer to the questions raised, most of them could not initiate solutions to societal problems that arise from their reading. Once they can identify specific issues, their initiation to problem-solving is still relatively rare, and the answers can be taken by synthesizing them from many other sources. Then, under such conditions, their criticality to the texts they read is questioned, for their main concern is just reading on the line and between the lines. When it comes to the questions like how they require their criticality toward the issue discussed, most students tend to be passive. Last, this sort of attitude affects their participation in class because students tend to be less active in the classroom as their goal is to see the text as a text, not go beyond it. Their perception of seeing a text as a potential discourse requires their critical thinking of the future conduct is rarely shown up. Referring to Brown's [9] concept regarding the level

of Critical global literacy competence (emerging, developing, experienced, exemplary), the result of the preliminary study still shows that students are still in a developing state. Students are sometimes involved in critical dialogue when exposed to a text. Most students are still in a nascent state [9], for most of them acknowledge that the views and ideas of their other friends are different. Their reasoning toward issues raised is not yet critical, for they identify facts and details and ask literal questions. Next, when it comes for them to find out solutions to the issues discussed, they have been able to identify and describe the provided problem by restating the provided answers. Then, when it comes to the state of giving interpretation and analysis, most students can identify and list evidence and components of an argument or position without going further to the activating of comparing the view and checking the plausibility of the ideas stated. Last, students are still in the stage of having a self-concept rather than a global concept to understand issues.

Considering the abovementioned problems, we were driven to conduct a study to solve the issues by implementing the CGL framework proposed by [11]. This CGL framework is used as a teaching strategy to abovementioned problems in the Academic Reading classroom. Yoon's CGL framework provide some construct of global literacy activities teachers can implement in the classroom to boost students' critical global literacy. In addition, this framework is considered complete as it is created by adding more dimensions to the existing necessary global literacy framework (e.g., [19]) and global frameworks (e.g., [3, 20]). Next, this framework supports teachers; critical global literacies expand the focus to center on an interdisciplinary approach. Third, this framework is created by integrating three crucial tenets, namely key constructs of critical literacy [21], global education [22], and multicultural education [23]. We want to implement the CGL framework by [11] to enhance students' CGL, which can later affect their CGL and how they perceive Academic Reading class activity and boost their reading engagement in class. The framework includes four dimensions: (1) developing the student's global awareness with an interconnected world concept, (2) making connections from a personal to a global level, (3) analyzing and critiquing texts from global and cross-cultural perspectives, and (4) promoting social and political actions on global and multicultural issues. Those four dimensions in [11] CGL framework are deemed to be effective in helping me to solve problems faced in AR, as we have already mentioned, and help us meet the complexity of CGL practice in the academic Reading classroom. The framework contains specific challenges of CGL practice in EFL contexts enabling students to be world-minded persons so they will engage in reading, allowing them to see the focus on English skills.

2 Method

2.1 Research Design, Setting, and Participants

In order to increase students' CGL proficiency in academic reading using the CGL framework presented by this study, classroom action research was used in one cycle over one consecutive semester. [11]. To investigate how the strategy can improve 22 EFL tertiary learners' CGL performance in Academic Reading, a frame of the cycle of action research consisting of planning, implementation, observation, and reflection

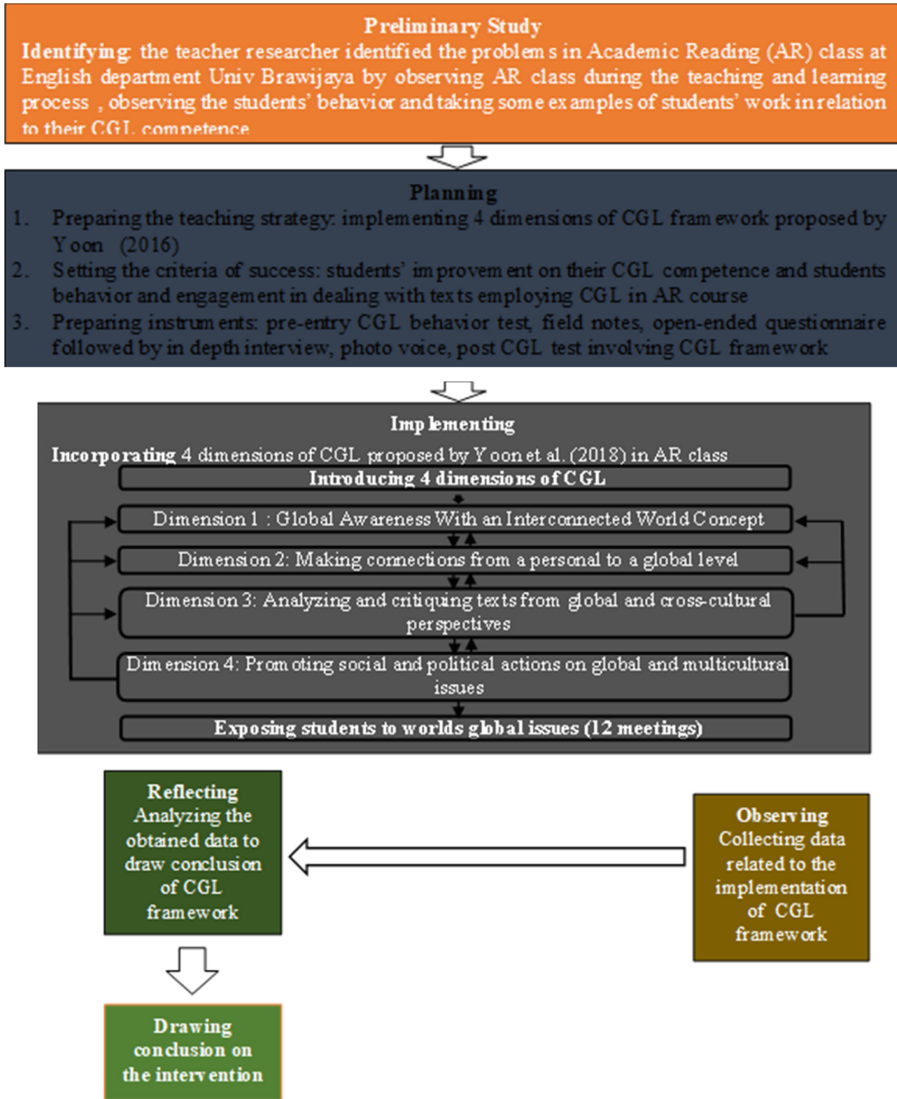


Fig. 1. Research Flow Chart

stages [24, 25] for 16 meetings (150 min per meeting) was adapted as the research procedures in the present study (Fig. 1).

2.2 Data, Data Source, and Data Collection

The data collection process was conducted in an online Critical Reading class every Monday from February 7 to June 7, 2022. The participants met online every Monday from 9:30 to 12.00 (3 credits = 150 min) via zoom.

The teacher-researcher first did pre CGL survey using [26] and reading Pre-test to see the students' initial CGL competence. Then, the teacher-researcher implemented the teaching strategy musing CGL framework via zoom meeting. During the learning process and made descriptive and reflective field notes by focusing on EFL participants' thoughtful comments on the materials brought in the zoom meeting. The field notes were written down right after each Zoom session. These reflective field notes were made to reflect on the observed phenomena during the observation session. During the discussion of the materials. The messages may include students' responses, attitudes, excitement, engagement, and other related thought during the online class via zoom. Next, the writers also collected documents in the form of students' assignments during the implementation of the CGL framework. An example of a question is, "How did the world's issue that was discussed today help you to be more sensitive or critical about global issues? Why?" Then, the student's answer in the worksheet describes their thoughts and points of view related to the world's global issues, which have been discussed in the classroom.

2.3 Data Analysis

The data analysis in this study was done both during and after the instructional program on an ongoing basis enabling evaluation or modification of the teaching program. Ongoing data analyses were essential and provided valuable ongoing data analyses and interpretations sourced from the teaching plan before conducting the teaching program and observation field notes. Upon completing the four dimensions, students' CGL competence was tested using the CGL post-survey questionnaire suggested by [26] and a post-reading test to see if the intervention of the CGL framework could improve students' CGL competence.

3 Finding and Discussion

The instructional procedures of the four lessons were briefly described in the following sections to offer instructional approaches. The Findings section contained more information about the interaction between the teacher and the students. It's worth noting that these tasks were created to promote critical global literacies material (e.g., the four dimensions) and encourage the development of the four language skills. Although the CGL framework was practiced in Academic Reading class, the lessons exposed learners to four language skills (speaking, reading, listening, and writing). There were four lessons brought to AR class. Before implementing the framework and bringing the world's global issue into the EFL classroom, the teacher-researcher has already introduced the concept of critical global literacy to create conscious awareness of essential global literacy concepts. The teacher-researcher gave a short explanation using a PowerPoint presentation containing critical information to understand this kind of literacy. Students were told ways of enhancing global literacy competence, one of which is by being exposed to global issues. Each lesson implemented the four dimensions subsequently. In implementing the framework, four topics were chosen by adapting the four dimensions of the global literacy framework proposed by [11]. (See Table 1).

Table 1. Instructional Scenario for CGL framework in Academic Reading Class. **Topic:** Covid-19, environmental issues, and Ukraine Vs Russia War as global problem

No	Dimension	Focus	How	What (Activities)
1	Developing global awareness with an interconnected world concept	Who we are and how we are situated in the larger world community beyond local and national boundaries	- Build awareness of the complexities of world issues through critical questions and ask students to conduct online mini research projects on those current world issues.	Students are exposed to Television news and newspapers about the global issues and respond to critical questions raised Present the result of online research covering the impact of those global issues people around the world
2	Making personal to global connections	Diverse texts, including popular media, to which learners can make personal connections to global issues	- Incorporate popular culture into the classroom by exposing students to movies related to global issues	Students watch the movie and discuss how they make connection form personal level to global level
3	Critical text analysis with a global and cross-cultural eye	Embracing diverse viewpoints by examining learners' ways of thinking	- Analyze texts containing different viewpoints on global issues.	Students' point of view of global issues are revealed from their way of thinking
4	Promoting social and political activism	Encouraging students to be active participants for social justice and equity	- Promote social actions for the local and global communities.	Students manifest their concern on global issues by establishing social actions (e.g., making a flyer or campaign through social media)

(Adapted from Yoon, 2016)

3.1 The Implementation of Critical Global Literacy Practice in Academic Reading Class

The details instructional procedures focusing on the interaction between the teacher and students are as follows.

3.1.1 First Dimension: Developing Global Awareness

Making ensuring that pupils are aware of how their local actions may have a direct or indirect impact on others in a national or international context is the first aspect of critical global literacy. When world concerns are tackled from this global viewpoint, the concept of global citizenship shifts from a self-versus-others orientation to a self-in-relationship-with-others direction. For the first dimension, the idea of an interconnected world is crucial.

The lesson taught in dimension 1 includes various strategies to promote this interrelated concept in adult classrooms by exposing students to global events through social media, news media, and television news and sharing these events in class. The goal of this dimension was to raise students' awareness of complex global issues. The issues discussed are (Covid-19, global warming, plastic waste, and war. Developing a theme around this issue, the teacher posed some essential and critical questions (What do you know about these issues, what impacts do the case have, and how do you take action as a form of self-awareness to be part of the world' citizen). The teacher-researcher assisted students in comprehending how events that occurred in other countries might have a direct impact on their lives and the lives of others. To develop the idea of the self about others, classroom exercises focused on assigning duties, comprehending the local context that generated the problems, and discussing impacts and solutions.

Example

Excerpt 1

Teacher: Do you use a straw when you drink bottled tea?

S5: Yes, ma'am, never I pour it into a glass. I think everybody do the same thing.

S18: Well, I don't. I go green for I love the earth, let's go green, love our earth, we minimize plastic waste using stainless steel or Straw, right, although? It's complicated, it's for the future of future generations.

S10: I always thought of that but never did it like it's not practical, and I'm just lazy. I go to the market or go to Indomaret, I have to, I bring my bag. It's selfish; harm it will harm us in the future.

S7: I already know about this issue and intend to start, but I always have problems with laziness. I always thought, ah; others also don't. should I do anyway? I make any changes if just me, right?

S18: This film was indeed made in 2010 almost two decades and the sequel is in real life. should. We could an anticipate it since 10ten years ago, so the impact is not as extraordinary as it is now. This film is like an omen, and anything; anything can happen if we can't take action from ourselves...yes, we used to. From me, then we go all.

S18: Don't get me wrong, friend. Big things start with small things. Even though we are one person, if we are consistent in implementing it and spreading it to others, our actions may be able to inspire others to take action to reduce plastic waste lo. Is it true or not? Remember RA Kartini, who fought for women's rights to go to school... or modern Kartini, namely Malala, who initially fought alone for women to access schools in her country. They are alone at first but consistent; in the end, they are those who, with their small and isolated actions, can change the world and make others believe and follow them.

Teacher: Superb (claps)

The teacher can give critical questions during brainstorming or as a warming-up question to revoke students' schematic knowledge and how he can relate it to the issue or question being discussed. Students' experiences with their habit of using plastic straws sparked other students' enthusiasm to express their opinions on the topic. The perspective given by one student will also influence other students either in the form of approval or rejection. From here, students will practice how to position themselves on a personal level as individuals and as citizens of society who should contribute to global problems.

Second Dimension: Making Personal to Global Connections

This lesson helped learners draw connections from local and personal to global. The topic were Covid-19, Global Warming, Plastic waste, and war. The teacher brought some movie clips related to those issues to class and asked several critical questions (e.g., What happens in the movie? What do you think about this? And students' responses to these questions were discussed. Activities in dimension 2 emphasized how the teacher who raised the global issues engaged her students and helped them develop personal relationships with other people throughout the world. The instructor also encouraged in her students a critical awareness of the potential worldwide effects of their local, responsible water consumption.

Example

Excerpt 2

Teacher: I have a scene from this movie; let's watch it together

Teacher: After watching this film, do you have anything to say?

S11: Natural disaster due to global warming

S20: Yes, we sometimes only think about how technology can satisfy us, but so the earth is damaged. Global warming is in front of our eyes and demands our share together.

S18: I agree for sure.

The teacher's efforts to provide exposure in the form of excerpts of film in the AR class aim to train students to connect their experiences to a global context and its impact. The ability of students to engage in this activity can be seen in how they respond to the content of the film, the message conveyed, what they have been doing and how they can follow up on their perspective in the future.

Third Dimension: Analyzing and Critiquing Texts from Global Ad Cross-Cultural Perspectives

Through the analysis of texts from a global and cultural perspective, the class sought to encourage students to welcome different points of view. Students discuss various texts related to global issues and multiple views affected by cultural perspectives.

Example

Excerpt 3

S15: It's not mystical but tradition and everyone have the right to have a different practice. It's also not ancient because other countries and cultures also exist.

S14: If you're at home, don't forget to drink ginger and honey, it's healthy and obeys the health protocols.

S9: *Yes, I also always drink herbals to avoid corona and banquets that are believed to be able to ward off this virus.*

S15: *It turns out this is not only in the Indonesian area, right? In China and India, various kinds of mitigation have their way of doing things based on their culture of origin as a means of mitigation to ward off this virus.*

S3: *Hmmm, so unique, truly unique, and we can share this disaster (plague) mitigation method on our social media; for example, we meet many people with their respective recipes to empathize with others affected by the corona disaster or just as a preventive measure.*

The above excerpt told us about students' group discussion when analyzing the article "The Sultan and the Soup: A Javanese Cultural Response to COVID-19". Each student discussed how each culture perceives the Covid-19 pandemic differently regarding its mitigation device. Those Javanese who provided certain remedial herbs influenced by their traditional belief and faith to their leader represented Indonesian. In this discussion, students also shared various perspectives on how different cultures were different. Still, it would not be a matter as diversity is acceptable for everybody has their justification to do so as the ways of mitigation devices may vary from one culture to another.

Fourth Lesson: Promoting Action for Social Justice for Global Issues

The lesson focus here was on promoting actual actions to create global welfare. It was built on the question of how. Students were required to think about how they would solve the problem in a natural act. Other social justice and equitable actions that students might conduct are related to the specified activities for dimensions 1 and 2, affecting local and global communities. If, for example, excessive plastic trash poses a threat to the local community, students may design posters to raise awareness about the problem. Students can compare the plastic situation in their neighborhood to that in other countries by conducting an internet search. Students can use multimedia ways to create short videos to raise awareness and persuade residents about the importance of the issue not only in their neighborhood but throughout the world. Students can share these videos on social media, which may help to limit the spread of the virus, delay global warming, minimize plastic waste, and encourage peace which are all international issues.

To consider the Critical Global Literacy practice process in the classroom, the teacher-researcher made descriptive and reflective field notes at the end of the zoom meeting. These notes helped the researchers describe what happened during the teaching and learning process, accompanied by reflection on the teaching and learning process.

The dimensions of essential global literacies are interrelated yet nonlinear, thus we started with the first dimension and proceeded in that sequence in this study. The examples provided here serve as illustrative guides rather than absolutes and are merely representative instances rather than a full list of the four dimensions. In sum, teaching instructions that have been highlighted were aimed at helping students to make connections from their personal lives to global contexts. Thus, it can provide opportunities for students to think about their real-life experiences and view diverse issues worldwide from a critical lens.

Example
Excerpt 4

S2: Whether we realize it or not, we are the same as our brothers and sisters, if we argue for a day, it doesn't feel good. Rukun remains the most delicious. Disputes will remain.

S13: vSame happened between Ukraine and Russia. It is only necessary to sit down together and lower the ego for the sake of safety and prosperity together because no one is benefiting from this war—all loss in essence.

S19: Moreover, until the war can be imagined, how much suffering? Indeed, Indonesia is still safe and secure, but will we stay silent watching our brothers and sisters there suffer because of the war? Let's take action through our social media; our small business will influence many people so that peace will be better.

S4: What can we do? Flyers stop antiwar or video sort of campaign? Those can be spread massively just by clicking out fingers in minute.

Teacher: Both can be taken into account, and I wish we could do that for others, or lots of people may benefit from that

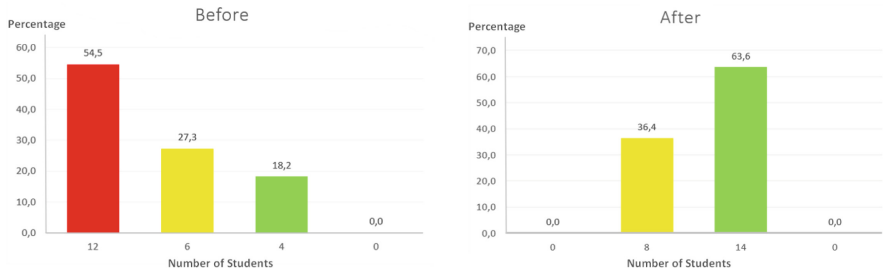
Since seen in the aforementioned example, students in the AR class actively created a campaign to stop the war between Russia and Ukraine utilizing CGL framework dimension 4, as they thought it was their duty as global citizens to engage with the international community for social action. Students took engaged in a variety of activities to support the anti-war social movement, such as campaigning against the danger of war and how devastated the battle was for human civilization. Through This CGL framework, teachers can invite students not only to think about war but also to act as globally responsible citizens. Teachers talk with students about how they respond to the war by reading internet articles and commenting about underrepresented groups of people following the online Research approach they just completed. Challenging words about war and refusing to be silent about them is a form of social justice action. In a nutshell, activities can come in various shapes and sizes.

The aforementioned extracts from four aspects demonstrate how students positioned themselves in their practices as critically aware global citizens. International and local issues were emphasized in every lesson, and EFL students had the chance to participate in the process of problem-solving. Even without the teacher's explicit direction, the students responded to the local and global issues discussed by coming up with potential fixes and activities they could do in their daily lives. When the students decided to take actual action, such as starting a social media campaign to raise awareness of waste problems, it was clear that they were committed to finding a solution. They highlighted the importance of articulating your arguments persuasively and outlined the kind of change you hope to see and how it will impact the world. Their comments suggest that they have begun to express awareness of social issues around the world.

3.2 The Improvement of Students' CGL Competence

The following are the results of improving student CGL competencies after implementing the CGL framework in the Academic Reading class (Fig. 2).

From the graph, we can see that students experienced an increase in their CGL level from the results of the pre-reading test. In the beginning, almost 50% of students had CG emerging level (12 students). It then experienced a significant increase after intervention revealing that no one was at this level. In addition, after the intervention, 14



Note: Level of Students' CGL Competence



Fig. 2. The Improvement of CGL Competence

students could reach the professional level, and no one was placed at the emerging level. These data indicate that students in the Academic reading class experienced a significant increase in their CGL competence.

When students' CGL competence is emerging, they receive support to gain more excellent critical global concepts and skills. When these students communicate with others, they can acknowledge the views and ideas of others. In addition, students at this level can also identify facts and details and ask literal questions. When it comes for them to find out the solution to a problem, they identify and describe the provided situation, investigation, or challenge. However, they just restate provided answers. Moreover, they just remember and lists evidence and components of an argument or position. At this level, students demonstrate a basic understanding of their thought processes.

The developing stage is one step further above emerging showing students that they are beginning to develop and independently apply critical global concepts and skills yet require more practice. That is why they can acknowledge the views and ideas of others to see varying sides of a situation. Further, they must identify facts, details, and evidence related to a problem or issue. They ask s literal and inferential questions to gain a greater understanding. When facing a problem, they clearly explain the provided problem, investigation, or challenge and offers original solutions specific to the topic. And when it comes to analysis or interpretation, they can compare and classify evidence and define all components of an argument or position. Last, in terms of reflection, they demonstrate a basic understanding of their thought process and have some evidence of thinking on unique ideas.

On the other hand, students in the experienced CGL stage can do synthesis and analysis on the ideas and views of others to recognize varying sides to a situation potentially and work toward a common goal. Consequently, they can draw upon facts, details, and evidence to provide explanations/understanding of a concept. Asks literal and inferential questions to gain a greater understanding and apply to new learning. Engages in inquiry

Table 2. The Summary of the mean difference between pre and post-CGL survey

	Mean	St dev.
Pre	2.9473	0.16717
Post	4.4945	0.19106
t count	= -26.204	
t table	= 2.080	
p-value t	= 0.000	

related to the provided problem, investigation, or challenge. Offers original solutions and evaluates and tests plausible explanations.

Moreover, they select essential and relevant evidence to support an argument, claim, or position. It also identifies the discussion's strengths, weaknesses, claims, or work. Thus, they can select and apply appropriate critical thinking strategies to new learning, reflect on their strengths and weaknesses regarding essential dispositions of thinking linked to previous knowledge, and connect to concepts beyond themselves, such as global concepts.

Statistical analysis was also employed to prove the increase in students' CGL competence. The result of the CGL survey before and after the CGL implementation using a questionnaire adapted from [26] was employed to see if there was an improvement in students' CGL competence after the implementation of the CGL framework. The following is the detail of the statistical analysis obtained.

Based on Table 2, the average CGL (pre) is 2.95 ± 0.167 , which is lower than the average CGL (post) of 4.49 ± 0.191 . To find out whether there is a significant increase in the average CGL variable between pre and post, a paired t-test was performed.

Regarding the statistical computation of Paired Sample t-Test, it was proved that there was a significant difference between the students' overall scores before and after the implementation of the CGL Framework (Table 2). From the paired t-test, we get the value of $|t \text{ count}|$, which is greater than the t-table ($26,204 > 2,080$), and if the p-value is smaller than ($0.000 < 0.050$), then the decision is taken to reject H_0 , which means there is a significant difference in average between pre and post CGL. The descriptive data shows an increase in the standard of CGL pre to post, and the growth is substantial.

3.3 Discussion

This research aimed to introduce the world's global issues as one of the ways to boost learners' critical literacy. The following discussion is highlighted by the three research questions raised.

The research question concerns critical global literacy practiced in EFL critical reading classes. The result of the present study shows that the introduction of the world's global issues in academic reading practice can strengthen language learning in a more meaningful way. The present study's finding is in line with [27], showing the possibilities of critical global literacies with EFL at any level of proficiency. For instance, in

the process of implementing the four dimensions by [11], it was found that this framework enables EFL learners to express their contentment with the opportunities to voice themselves, share their experiences from their own culture, and learn about the world by actively seeking solutions to the problems in a collaborative environment like the Taiwanese adolescent ELLs in the case study of [28]. In other words, they gained awareness of global and personal issues while actively navigating their identities and adopting a global agency. Students' active participation in knowledge construction through tasks and their authentic ways of thinking show their high awareness of social issues. Next, the present study's finding also supports the result of research conducted by [12], stating that students' global literacy is improved after exposure to international news as they become more knowledgeable, sensitive, and aware of global problems.

The current study's finding is also in line with Yol's [4] strengthening the possibility of implementing critical global literacy in a broader context. However, the present study does not indicate complex process identities. One of the reasons may be caused by the homogenous culture the research subjects belong to, as they are all Indonesians having more or less the same culture. The introduction of the world's global issues facilitating the practice of critical global literacy does not make them confused as to which culture they may stick to as they just have their own culture and the other culture to be seen. They do not feel confused and even worry about being set away from the culture they now have. It can be seen from the topic on cultural leisure where students still show them being Indonesian though they have been exposed to much other cultural peace. They regard cultural differences across countries as usual, and nothing is wrong with it. They are fully aware that they belong to the world's citizens but still have their culture as the basis.

The result of the present study also indicated that students thought that the world's global issues were meaningful for them to support students' language and literacy learning through the process of empowering them as socially and globally oriented individuals by broadening the ways of reading "the word (languages) and the world (critical literacy)" [28]. EFL instructors should use the four dimensions of their courses to encourage and support EFL students to freely share their opinions in a multicultural and global environment.

4 Conclusion and Suggestions

The insights from the teacher's practice on Critical Global Literacy (CGL) can contribute to the development of English learning worldwide. This study has proven that one of the ways to enhance learners' CGL can be by exposing learners to the world's global issues. In addition, it also impacts students' positive perception and engagement toward the critical global literacy practice done in the classroom. Although this study was conducted in an EFL setting, the findings might apply to other contexts worldwide regarding how to bring global awareness with a critical stance into the classroom. Despite the essential data about English language learning, the researcher is aware of the limitations of the present study and offers suggestions for future studies. Each dimension was conducted through one lesson and needed to be extended to strengthen the findings. Different ways of thinking show their high awareness of social issues. Next, the result of the present

study also enhances their critical global literacy competence. The current research finding is supported by [4, 12, 27] studies showing students' positive perception regarding the introduction of critical global literacy practice in the classroom.

In addition to the implementation of CGL, students' perception of the introduction of the CGL framework in Academic reading class was also investigated. Like Yol's study [4] and [12], the present research findings show that EFL learners responded positively during the instructional process. This positive perception shown during critical global literacy practice is helpful for students because it will enable them to boost their spirit, spend longer, make more efforts, and engage well in Academic reading class.

The results have highlighted various significant implications for applying critical global literacy. Teachers must build a positive learning atmosphere that allows EFL students to feel free and powerful to share their opinions and ideas. Feeling safe and reclaiming one's opinion becomes even more relevant in circumstances where students can learn the language for full access to education and social mobility [28]. Next, teachers should suggest resources and events that connect EFL learners with significant social and multicultural experiences outside the classroom. In addition, the findings provide teachers with implications and practical suggestions on how the researchers and teachers should further investigate the effectiveness of the critical global literacies framework and its four instructional dimensions in various contexts and settings. Different research methods can provide more insights into applying critical global literacy in the EFL setting. The more research on critical global literacy conducted, the more evidence we can get regarding introducing critical global literacy and how it benefits the students. The impacts of critical global literature with precise exposure to student engagement in the EFL and the development of language skills are also suggested to expand the current study's findings.

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