

PRAXIS as A Critical Literacy-Based Teaching Model for Critical Reading in Indonesian EFL Higher Education

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Article Information	Abstract
Received: 25 April 2026	This study explores Indonesian EFL university students' perceptions of the implementation of PRAXIS (Pedagogical Foundation, Reflection, Action, X-Change, Inquiry, and Synthesis), a Critical Literacy-Based Teaching Model for Critical Reading in higher education. A qualitative descriptive case study was conducted involving 28 undergraduate students enrolled in a Critical Reading course at the English Education Study Program, Universitas Sawerigading Makassar, Indonesia. PRAXIS was implemented over sixteen classroom meetings, and data were collected through semi-structured interviews consisting of seven open-ended questions. The interview data were analyzed using Braun and Clarke's thematic analysis. The findings revealed that students perceived PRAXIS as an engaging and transformative instructional model that enhanced their critical engagement with texts through six interconnected pedagogical stages. Students reported becoming more aware of multiple perspectives, ideological assumptions, evidence-based reasoning, and the relationship between texts and real-world social issues. They also perceived improvements in their confidence to express opinions, participate in dialogic discussions, and critically evaluate information. Overall, the study suggests that PRAXIS provides a coherent pedagogical framework for integrating Critical Literacy into Critical Reading instruction and offers practical implications for EFL educators seeking to promote reflective, collaborative, and socially responsive learning in higher education.
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INTRODUCTION

The ability to read critically has become an essential competence for university students in the twenty-first century, particularly in an era characterized by the rapid expansion of digital information, social media, and artificial intelligence (AI)-generated content. Beyond understanding the literal meaning of texts, students are increasingly expected to evaluate the credibility of information, identify bias and ideological positions, recognize multiple perspectives, and construct evidence-based judgments. However, these expectations present

considerable challenges for English as a Foreign Language (EFL) learners, who must simultaneously process linguistic features and critically interpret the social, cultural, and ideological dimensions embedded within English texts. Despite these demands, Critical Reading instruction in many EFL classrooms continues to emphasize vocabulary, literal comprehension, and examination-oriented outcomes, providing limited opportunities for students to question assumptions, analyze power relations, or engage critically with authentic social issues (Rahimi & Bigdeli, 2015). This instructional gap highlights the need for pedagogical approaches that promote reflective, analytical, and transformative engagement with texts.

Critical Literacy has been widely recognized as an effective framework for addressing these challenges by positioning reading as a socially situated practice through which learners interrogate ideology, power, and representation (Freire, 1970; Freebody & Luke, 1999, Janks, 2010). Previous studies have consistently reported that Critical Literacy enhances students' critical thinking, classroom participation, and awareness of sociocultural issues in EFL contexts (Wardani, 2021). Nevertheless, most existing research has examined Critical Literacy as a teaching approach or instructional strategy rather than as a structured pedagogical model that systematically guides classroom implementation. Moreover, relatively few studies have explored students' perceptions of such a model, particularly in Indonesian EFL higher education. This indicates a need for research that investigates how students experience a comprehensive Critical Literacy-based instructional model and how its pedagogical processes support the development of critical reading.

Responding to this gap, the present study explores students' perceptions of implementing PRAXIS (Pedagogical Foundation, Reflection, Action, X-Change, Inquiry, and Synthesis), a Critical Literacy-Based Teaching Model developed to support Critical Reading instruction in Indonesian EFL higher education. Grounded in critical pedagogy, transformative learning, and Critical Literacy, PRAXIS organizes learning into six interconnected stages that encourage students to progress from theoretical understanding toward critical reflection, collaborative inquiry, and personal transformation. Accordingly, this study aims to investigate how university students perceive the implementation of PRAXIS after participating in a sixteen-week Critical Reading course. By examining students' experiences across the six stages of the model, the study contributes empirical evidence regarding the pedagogical value of PRAXIS while offering practical implications for integrating Critical Literacy into university-level EFL reading instruction.

METHOD

This study employed a qualitative descriptive case study to explore students' perceptions of the implementation of PRAXIS, a Critical Literacy-Based Teaching Model, in a Critical Reading course at the English Education Study Program, Universitas Sawerigading Makassar, Indonesia. A qualitative approach was considered appropriate because the study sought to understand how students experienced and interpreted the implementation of PRAXIS within its authentic classroom context rather than to measure learning outcomes quantitatively (Creswell & David Creswell, 2018). Consistent with the characteristics of qualitative case study research (Merriam & Tisdell, 2016; Yin, 2016), the study focused on capturing

participants' experiences during a naturally occurring instructional process. The participants consisted of 28 undergraduate students enrolled in the Critical Reading course, selected through total sampling, as all students in the class participated in the research. The PRAXIS model was implemented over 16 classroom meetings, following its six pedagogical stages: Pedagogical Foundation, Reflection, Action, X-Change, Inquiry, and Synthesis. The eighth meeting was allocated for the mid-semester assessment, while the sixteenth meeting was devoted to the final assessment and reflective synthesis. Throughout the implementation, PRAXIS served as the primary instructional framework guiding all classroom learning activities.

The primary data were collected through semi-structured interviews conducted after the completion of the sixteen-week implementation. Each interview lasted approximately 20–30 minutes, was conducted in Indonesian to facilitate participants' responses, audio-recorded with participants' consent, and transcribed verbatim for analysis. To ensure consistency while allowing participants to elaborate on their experiences, an interview protocol consisting of seven open-ended questions was developed based on the study's research objective, the theoretical foundations of Critical Literacy (Freire, 1970; Janks, 2010a; Luke & Freebody, 1990), transformative learning (Mezirow, 1991), and the six pedagogical stages of the PRAXIS model. A summary of the interview protocol is presented in Table 1. The interview data were analyzed using thematic analysis, which involved familiarizing with the data, generating initial codes, identifying and reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2006).

Table 1. Semi-Structured Interview Protocol

No.	Interview Questions	Research Focus	Theoretical Foundation
Q1	Can you describe your overall learning experience after participating in the PRAXIS-based Critical Reading course?	Explore students' overall learning experiences and initial perceptions of PRAXIS.	(Freire, 1970): Education as transformative praxis; (Mezirow, 1991, 1997): Transformative Learning
Q2	How was this Critical Reading course different from the reading classes you had previously experienced?	Identify students' perceptions of the initial implementation of PRAXIS and classroom design.	(Freire, 2018), (Luke & Freebody, 1990): Literacy as social practice
Q3	Can you tell me about a learning activity that influenced the way you read and understand texts?	Explore meaningful learning experiences that influenced students' reading practices.	(Janks, 2010b): Critical Literacy Framework; (Mezirow, 1997)
Q4	Did this course change the way you think about social issues presented in texts? Could you explain with an example?	Examine changes in students' ideological awareness and critical consciousness.	(Freire, 2008): Critical Consciousness; (Janks, 2010a): Domination, Diversity, Access, and Design
Q5	How did classroom discussions and interactions with your classmates influence your understanding of the reading materials?	Investigate collaborative learning and dialogic interaction.	(Freire, 2008): Dialogic Learning; (Vygotsky, 1978): Social Constructivism

No.	Interview Questions	Research Focus	Theoretical Foundation
Q6	Can you describe a moment during the course when your opinion or interpretation of a text changed? What caused that change?	Explore perspective transformation and reflective thinking.	(Mezirow, 1997): Perspective Transformation; (Freire & Macedo, 1987): Reflection and Action
Q7	What do you think are the strengths and challenges of learning Critical Reading through the PRAXIS model?	Evaluate students' perceptions of the implementation of PRAXIS.	Full PRAXIS Model; Critical Pedagogy

The interview protocol provided a systematic framework for eliciting rich descriptions of students' experiences throughout the implementation of PRAXIS, while the thematic analysis enabled the identification of recurring patterns across participants' narratives.

FINDINGS AND DISCUSSION

Theme 1: Building Critical Readiness through Pedagogical Foundation

The findings indicate that the Pedagogical Foundation stage of PRAXIS played a significant role in preparing students for critical reading by reshaping their initial expectations of the course. Rather than perceiving reading as a process of locating correct answers or identifying main ideas, participants described a gradual transition toward viewing reading as a critical activity that involves questioning texts, recognizing multiple perspectives, and connecting textual meanings with broader social realities.

Several participants explained that the early stages of the course introduced a different orientation toward reading. One participant stated:

"At first I thought this course would only improve my reading skills, but I realized that I also learned how to question the writer's ideas and relate them to real social issues." (S1)

This response suggests that students began to move beyond literal comprehension and developed an awareness that texts are socially situated and ideologically constructed. Another participant emphasized the importance of authentic classroom discussions:

"I felt that this course was more meaningful because we were not only reading texts but also discussing different perspectives. It helped me understand that reading is connected to real-life problems." (S5)

The use of authentic socio-political texts and collaborative discussions appeared to increase students' engagement by making reading activities relevant to their own experiences and contemporary social issues. Furthermore, students perceived that the learning environment encouraged them to become more confident learners. As one participant explained:

"Overall, the course changed the way I learn. I became more confident to express my opinions because every meeting encouraged us to think critically instead of only finding correct answers." (S11)

Table 2. Summary of Theme 1

Subtheme	Participants Mentioning	Representative Meaning
Understanding the Purpose of Critical Reading	S1, S11	Students realized that critical reading extends beyond literal comprehension toward questioning ideas and meanings.
Authentic Learning through Real-World Issues	S1, S5	Authentic socio-political texts increased students' engagement and contextual understanding.
Exposure to Multiple Perspectives	S5	Classroom dialogue encouraged students to appreciate diverse viewpoints.
Developing Readiness for Critical Learning	S1, S5, S11	Students became more prepared to participate actively and think critically throughout the learning process.

The findings suggest that the Pedagogical Foundation stage of PRAXIS successfully prepared students to engage in critical reading by shifting their understanding of reading from a purely comprehension-oriented activity to a process of questioning meanings, examining ideological assumptions, and connecting texts with real social issues. This finding is consistent with Freire's (2018) concept of education as *praxis*, which emphasizes reading as an act of reflection and social awareness, and supports Freebody & Luke's (1999) view that effective readers should function as text analysts who critically examine authors' intentions and power relations embedded in texts. These findings are consistent with previous studies reporting that critical literacy promotes students' critical awareness and active engagement in EFL learning. However, the present study extends this body of knowledge by demonstrating that such outcomes can be systematically achieved through the structured pedagogical sequence of the PRAXIS model, which provides lecturers with a practical framework for integrating critical literacy into Critical Reading instruction in Indonesian EFL higher education

Theme 2: Developing Critical Self-Awareness through Reflection

The Reflection stage of PRAXIS encouraged students to reconsider their previous reading habits and become more aware of how they interpreted texts. This reflective process enabled students to develop greater awareness of both the texts they read and their own positions as readers. One participant explained that the course introduced a completely different perspective on reading by emphasizing the analysis of authors' intentions rather than merely understanding textual content.

"Previously, our reading classes focused on vocabulary and comprehension questions. In this course, we analyzed the author's purpose, ideology, and social context behind the text." (S6)

This response suggests that students began to understand that texts are socially and ideologically constructed rather than neutral sources of information. Another participant (S10) highlighted how the learning process challenged previously unquestioned assumptions, "The biggest difference was that the lecturer always asked us to discuss and challenge ideas. Before, I usually accepted the information without questioning it".

Similarly, another student emphasized that classroom activities required deeper reflection and justification of ideas.

“In earlier classes, success meant getting the right answer. Here, we had to explain our reasoning, compare viewpoints, and connect the reading with current social issues.” (S19)

Collectively, these findings indicate that the Reflection stage encouraged students to become more conscious of their own thinking processes, recognize multiple interpretations, and critically examine assumptions that had previously been taken for granted.

Table 3. Summary of Theme 2

Subtheme	Participants Mentioning	Representative Meaning
Recognizing Personal Assumptions	S10	Students became aware that they had previously accepted information without questioning it.
Developing Ideological Awareness	S6	Students learned to examine the author's purpose, ideology, and social context behind texts.
Reflective and Analytical Thinking	S19	Students shifted from seeking correct answers to explaining reasoning and evaluating multiple perspectives.
Critical Self-Reflection	S6, S10, S19	Students recognized changes in their own ways of reading and thinking throughout the course.

The findings demonstrate that the Reflection stage played a central role in fostering students' critical self-awareness by encouraging them to examine their own assumptions, question textual meanings, and recognize the ideological dimensions of reading. This finding strongly reflects Freire's (1970, 2018) notion of *conscientização* (critical consciousness), whereby learners move from passively receiving knowledge to critically interrogating social realities through reflection. Students' ability to analyze authors' purposes and challenge previously accepted information also aligns with McIntyre's (2019) concept of the text analyst, emphasizing that readers should critically evaluate how texts construct meaning and represent interests. Furthermore, students' engagement with multiple perspectives supports Riley's (2015) view that critical literacy requires readers to negotiate issues of power, representation, and diversity rather than accept texts as ideologically neutral. The shift from seeking correct answers to explaining reasoning also illustrates Wang & King (2008) process of transformative learning, in which critical reflection enables learners to reconstruct existing frames of reference. These findings reinforce previous studies highlighting the importance of reflective dialogue in developing critical literacy among EFL learners. Consequently, the Reflection stage provided the cognitive and ideological foundation that enabled students to participate more actively in the subsequent Action stage of the PRAXIS model.

Theme 3: Experiencing Active Engagement through Critical Action

The Action stage of PRAXIS provided students with opportunities to engage actively in critical reading through collaborative learning, reflective writing, and evidence-based discussions.. These activities encouraged students to become active participants in the learning process and strengthened their ability to construct well-reasoned interpretations. S4 identified group discussions as the most influential activity in changing reading practices, “Group discussions after reading articles influenced me the most. Listening to different opinions helped

me realize that one text can have many interpretations". This experience illustrates how collaborative dialogue enabled students to recognize that textual meanings are not fixed but can be interpreted from multiple perspectives.

Another participant (S13) emphasized the importance of reflective writing, "I found the reflection activities very useful because I had to write my own response after reading. It made me think more deeply about the author's message". Writing personal reflections encouraged students to move beyond surface comprehension by critically examining both the content of the text and their own responses to it.

Similarly, classroom debates were perceived as an activity that promoted more careful and analytical reading. S20 states that, "the classroom debates changed my reading habits. Before giving my opinion, I had to find evidence from the text, so I became more careful when reading". This finding suggests that argumentative classroom activities encouraged students to justify their interpretations using textual evidence, thereby strengthening both critical reading and critical reasoning.

Table 4. Summary of Theme 3

Subtheme	Participants Mentioning	Representative Meaning
Collaborative Dialogue	S4	Group discussions encouraged students to explore multiple interpretations of texts.
Reflective Response Writing	S13	Reflection activities promoted deeper engagement with authors' messages and textual meanings.
Evidence-Based Argumentation	S20	Classroom debates encouraged students to support opinions with textual evidence.
Active Critical Engagement	S4, S13, S20	Students became active participants in constructing meaning rather than passive recipients of information.

The findings indicate that the Action stage transformed critical reading from an individual comprehension task into a collaborative and inquiry-oriented learning process. Students' participation in discussions, reflective writing, and classroom debates reflects Shih's (2018) concept of dialogic pedagogy, in which knowledge is co-constructed through dialogue and critical engagement rather than transmitted unilaterally by the teacher. The emphasis on interpreting texts from multiple perspectives also supports Luke & Freebody's (1990) Four Resources Model, particularly the role of readers as text analysts who evaluate meanings critically instead of accepting them as fixed. Furthermore, activities such as reflective writing and evidence-based debates align with Novianti's et al., (2020) critical literacy framework by encouraging learners to interrogate representation, ideology, and power while constructing alternative interpretations. Consistent with previous studies, these findings suggest that active, dialogic learning environments enhance students' critical literacy and engagement in EFL classrooms.

Theme 4: Negotiating Multiple Perspectives through X-Change

The X-Change stage enabled students to broaden their understanding of social issues by engaging with multiple perspectives through classroom dialogue and collaborative interpretation. Participants reported that exchanging ideas with peers encouraged them to reconsider previously held assumptions and recognize that texts often represent particular

viewpoints rather than objective truths. Through these interactions, students developed greater awareness of ideological bias and learned to interpret social issues from more diverse and critical perspectives. One participant explained that discussions about gender equality significantly changed the way social issues were interpreted.

“Yes. Before this course, I usually accepted the information as true. After discussing topics like gender equality, I learned that different groups may experience the same issue differently.” (S2)

This response illustrates that exposure to different viewpoints encouraged students to recognize that social realities are experienced differently across individuals and communities. Another participant emphasized the ability to identify bias in media texts.

“The course helped me realize that media texts often contain bias. For example, when we analyzed environmental issues, I noticed how some articles emphasized economic benefits while ignoring community impacts.” (S5)

This finding suggests that students became more critical readers by recognizing that texts may privilege certain perspectives while marginalizing others. Similarly, S14 described a shift toward more reflective social interpretation, “Yes, it changed my perspective. When reading about education inequality, I started thinking about the reasons behind the problem instead of blaming individuals”.

Rather than accepting simple explanations, students began to examine broader structural and social factors that shape the issues presented in texts. Overall, the findings indicate that the X-Change stage encouraged students to negotiate multiple perspectives, challenge dominant narratives, and reconstruct their understanding of social issues through collaborative dialogue and critical engagement

Table 5. Summary of Theme 4

Subtheme	Participants Mentioning	Representative Meaning
Recognizing Diverse Perspectives	S2	Students realized that social issues can be interpreted differently depending on people's experiences and backgrounds.
Identifying Ideological Bias	S5	Students became aware that media texts often reflect particular interests and ideological positions.
Reconstructing Social Understanding	S14	Students shifted from making simplistic judgments to examining broader structural causes of social issues.
Perspective Transformation through Dialogue	S2, S5, S14	Classroom interaction enabled students to reconsider previous assumptions and develop more balanced interpretations.

The findings demonstrate that the X-Change stage promoted students' ability to negotiate multiple perspectives by encouraging dialogue, critical comparison of viewpoints, and reflection on ideological bias within texts. This finding aligns with Shih's (2018) dialogical pedagogy, which views learning as a collaborative process through which individuals develop critical consciousness by engaging with others' experiences and perspectives. Students'

growing awareness that media texts are not ideologically neutral also supports McIntyre's (2019) notion of readers as text analysts, capable of examining how texts privilege particular interests while silencing alternative voices. Likewise, the findings resonate strongly with Braun & Clarke (2006) critical literacy framework, particularly the dimensions of domination and diversity, as students learned to identify bias, question representation, and appreciate the complexity of social realities.

Theme 5: Becoming Independent Critical Inquirers

The Inquiry stage of PRAXIS encouraged students to become more independent critical readers by engaging in collaborative inquiry, evaluating evidence, and constructing their own interpretations of texts. Participants described classroom discussions as opportunities not only to exchange ideas but also to question assumptions, assess competing arguments, and refine their own perspectives. One participant (S22) explained that classmates' perspectives expanded personal understanding of the reading materials, "My classmates often shared ideas that I had never considered before. Their opinions helped me understand the text from different perspectives". This finding indicates that collaborative inquiry enabled students to move beyond individual interpretations and appreciate the complexity of textual meaning.

Another participant (S24) highlighted the importance of evaluating arguments critically, "During discussions, I sometimes changed my opinion after hearing stronger arguments supported by evidence. It taught me to evaluate ideas more carefully". Rather than defending initial opinions, students learned to reconsider their interpretations based on logical reasoning and convincing textual evidence, reflecting the development of more analytical reading practices.

Similarly, another participant emphasized increased confidence in participating actively during discussions.

"Working with classmates made me more confident to ask questions and explain my own interpretation. The discussions helped me understand difficult texts more deeply than reading alone." (S25)

This response demonstrates that collaborative learning fostered both intellectual independence and confidence, enabling students to engage more actively in critical inquiry. Overall, the findings suggest that the Inquiry stage supported students in becoming more reflective, evidence-oriented, and autonomous readers who actively questioned texts and evaluated alternative interpretations before drawing conclusions.

Table 6. Summary of Theme 5

Subtheme	Participants Mentioning	Representative Meaning
Learning from Diverse Viewpoints	S22	Students broadened their understanding by considering alternative interpretations shared by peers.
Evaluating Evidence and Arguments	S24	Students learned to reassess their opinions based on stronger evidence and logical reasoning.
Developing Confidence in Inquiry	S25	Classroom interaction encouraged students to ask questions and express their own interpretations confidently.

Subtheme	Participants Mentioning	Representative Meaning
Independent Critical Thinking	S22, S24, S25	Students became more reflective and analytical readers through collaborative inquiry and dialogue.

The findings indicate that the Inquiry stage enabled students to develop greater independence in critical reading by encouraging them to question assumptions, evaluate evidence, and construct interpretations through collaborative inquiry. This finding reflects Riley's (2015) view that dialogue should empower learners to become active producers of knowledge rather than passive recipients of information. Students' willingness to reconsider their opinions based on stronger evidence also supports Wang & King (2008) concept of the text analyst, in which readers critically evaluate arguments and examine how meanings are constructed within texts. Furthermore, students' increased confidence in asking questions and justifying their ideas also illustrates McIntyre's (2019) theory of transformative learning, whereby critical discourse facilitates the reconstruction of learners' perspectives and promotes intellectual autonomy. Consistent with previous studies, these findings suggest that inquiry-oriented learning environments enhance critical thinking and learner agency in EFL contexts.

Theme 6: Synthesizing Critical Understanding and Personal Transformation

The Synthesis stage represented the culmination of students' learning experiences throughout the implementation of PRAXIS. Participants reported that the course not only changed the way they interpreted texts but also transformed how they understood complex social issues. Rather than relying on initial assumptions or personal opinions, students described becoming more open to alternative viewpoints and developing more balanced interpretations through continuous reflection and classroom dialogue. One participant recalled a significant change in perspective after discussing an article on social media.

"We discussed an article about social media. At first I believed it was mostly harmful, but after hearing different opinions and examples from classmates, I realized it also has positive educational and social impacts." (S8)

This experience illustrates how exposure to diverse perspectives encouraged students to reconsider previously unquestioned beliefs and develop more nuanced interpretations. Another participant described a similar transformation while discussing poverty.

"My opinion changed when we analyzed a text about poverty. I initially thought poverty was mainly caused by personal choices, but class discussions helped me understand the influence of social and economic structures." (S16)

Instead of attributing complex issues solely to individual responsibility, students began to recognize the broader structural factors that shape social realities. Likewise, another participant (S18) reflected on learning about gender equality, "While discussing gender equality, I realized that understanding social issues requires considering multiple perspectives instead of relying only on my initial opinion".

This finding demonstrates that students became increasingly aware that critical reading requires openness to multiple interpretations and thoughtful evaluation of evidence before reaching conclusions.

Table 7. Summary of Theme 6

Subtheme	Participants Mentioning	Representative Meaning
Perspective Transformation	S8	Students reconsidered previous assumptions after engaging with alternative viewpoints.
Structural Understanding of Social Issues	S16	Students shifted from individualistic explanations toward broader socio-economic perspectives.
Integrating Multiple Perspectives	S18	Students recognized the importance of considering diverse viewpoints before forming conclusions.
Personal Transformation through Critical Reading	S8, S16, S18	Students perceived critical reading as a process of continuous reflection and intellectual growth.

The findings indicate that the Synthesis stage facilitated students' personal and intellectual transformation by integrating critical reflection, dialogue, and inquiry into more comprehensive ways of understanding texts and society. This finding strongly reflects Freire's (1970) concept of *praxis*, in which reflection leads to transformed ways of perceiving and engaging with the world. Students' willingness to revise their interpretations after considering alternative evidence also supports Freebody & Luke (1999) conception of readers as text analysts, capable of critically evaluating multiple perspectives rather than accepting fixed meanings. However, the present study extends existing knowledge by showing that PRAXIS provides a systematic pedagogical pathway through which students gradually progress from initial awareness to sustained perspective transformation. Consequently, the Synthesis stage represents the culmination of the PRAXIS learning cycle, where students integrate critical understanding with personal growth and develop the dispositions necessary to become reflective and socially responsible readers.

Theme 7: Students' Overall Evaluation of PRAXIS as a Critical Literacy-Based Teaching Model

The final interview question invited students to evaluate the implementation of PRAXIS as a whole by reflecting on both its strengths and the challenges they experienced throughout the course. Overall, participants expressed positive perceptions of the model, emphasizing that it provided meaningful learning experiences by connecting critical reading with authentic social issues, promoting collaborative dialogue, and encouraging active participation. At the same time, students acknowledged several challenges that required greater academic effort, particularly when engaging with complex texts and participating in English-medium discussions. One participant highlighted the relevance of the learning materials to real-world contexts.

"The biggest strength is that learning is connected to real social issues, making the lessons meaningful. The challenge is that some texts are difficult and require more reading time." (S7)

This response suggests that students appreciated the authenticity of the learning activities while recognizing that critical engagement demands greater intellectual commitment than conventional reading instruction. Another participant emphasized the value of classroom discussions while acknowledging linguistic challenges.

"I enjoyed the discussions because they exposed me to different perspectives. However, expressing complex ideas in English was sometimes challenging." (S12)

Although communicating sophisticated ideas in English was not always easy, students considered collaborative dialogue an essential component of their learning experience. Similarly, another participant described PRAXIS as an instructional model that encouraged active learning and critical thinking.

"The PRAXIS model promotes active learning and critical thinking. The challenge is that students need to prepare carefully before each class so discussions can be productive." (S23)

This finding indicates that students viewed preparation as an important responsibility within a learner-centered classroom. Rather than perceiving these challenges negatively, participants generally regarded them as part of the learning process that contributed to their academic development.

Table 8. Summary of Theme 7

Subtheme	Participants Mentioning	Representative Meaning
Meaningful and Authentic Learning	S7	Students perceived PRAXIS as connecting classroom learning with real social issues.
Collaborative and Dialogic Learning	S12	Classroom discussions promoted exposure to diverse perspectives and deeper understanding.
Development of Critical Thinking	S23	Students believed PRAXIS encouraged active participation and analytical thinking.
Challenges during Implementation	S7, S12, S23	Students reported challenges related to text complexity, language proficiency, and preparation for discussions.

The findings indicate that students evaluated PRAXIS positively as a critical literacy-based teaching model because it promoted meaningful learning, collaborative dialogue, and critical engagement with authentic social issues. These perceptions are consistent with Freire (1970) critical pedagogy, which advocates learning as a dialogic and socially relevant process that empowers students to question and transform their understanding of the world. Students' appreciation of discussion-based learning and evidence-based reasoning also supports Probosari's et al., (2018) view that readers should actively analyze texts rather than merely comprehend them. Although participants acknowledged challenges related to text complexity, English proficiency, and classroom preparation, these difficulties are consistent with Bean & Moni's (2003) argument that transformative learning often requires learners to move beyond familiar ways of thinking through sustained critical reflection and intellectual challenge. Overall, students' positive evaluations suggest that PRAXIS is not only theoretically grounded

but also pedagogically feasible for fostering critical reading, learner agency, and reflective thinking in Indonesian EFL higher education.

CONCLUSION

This study explored Indonesian EFL university students' perceptions of implementing PRAXIS, a Critical Literacy-Based Teaching Model for Critical Reading, following a sixteen-week classroom implementation. Overall, the findings reveal that students perceived PRAXIS as an engaging, meaningful, and transformative instructional model that supported their development as more reflective and critical readers. Across the six pedagogical stages, participants described a gradual learning journey that began with understanding the purpose of critical reading, continued through reflective dialogue, collaborative interpretation, and critical inquiry, and culminated in broader awareness of multiple perspectives and greater confidence in expressing evidence-based interpretations. Rather than viewing reading as merely understanding textual information, students perceived it as a process of questioning assumptions, examining ideology, and connecting texts with authentic social issues.

The findings further suggest that each stage of PRAXIS contributed to students' learning experiences in distinctive yet interconnected ways. The Pedagogical Foundation prepared students for critical engagement, Reflection encouraged awareness of personal assumptions and positionality, Action promoted active participation through dialogue and text production, X-Change enabled students to negotiate multiple perspectives, Inquiry fostered independent questioning and evidence-based reasoning, and Synthesis facilitated personal reflection and perspective transformation. Collectively, these experiences indicate that students perceived PRAXIS not simply as a sequence of classroom activities but as a coherent pedagogical process that supported their engagement with Critical Reading in a more meaningful and socially relevant manner.

The study contributes to the growing body of Critical Literacy research by providing empirical evidence of students' experiences with a structured Critical Literacy-based teaching model in Indonesian EFL higher education. Unlike many previous studies that discuss Critical Literacy primarily as a pedagogical approach or instructional strategy, this study demonstrates how its principles can be operationalized through six interconnected stages that guide classroom implementation systematically. These findings offer practical implications for English language educators seeking to integrate Critical Literacy into Critical Reading instruction by emphasizing the importance of authentic texts, dialogic learning, collaborative inquiry, and reflective practice. Future research is recommended to examine the implementation of PRAXIS in different educational contexts and disciplines, as well as to investigate its effectiveness using mixed-methods or experimental research designs involving larger and more diverse participant groups.

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