

# OBSERVING IDEOLOGY IN CRITICAL DISCOURSE ANALYSIS THROUGH CRITICAL LITERACY PRACTICE

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## Abstract

The text producers who seeks to uphold and defend its dominance, can be examined using critical discourse analysis to identify the power of language. Based on preliminary research, teachers rarely develop language learning tools based on critical discourse analysis, with ideology as the core of revealing the meaning of speakers that provide critical literacy awareness. By revealing speakers' meanings through ideology, this project aims to provide the gaps in critical discourse analysis abilities through critical literacy practice. The research design of this study is qualitative with case study method that gathers data through artefacts and observation. Getting an explanation of students' responses to questions, and the artefacts they have produced that show their engagement with critical literacy as Freire's concept are all part of the data analysis process. The findings show that the conceptual framework for teaching ideology fulfils the absence of emphasising critical literacy pedagogy, such as familiarising teaching methods, picking authentic materials, observing critical discourse analysis, applying multimodality, and asking critical questions. These conceptual frameworks can be used to teach students how to read and evaluate texts so they can learn about identity, diversity, and power. As a conclusion, critical literacy practice is an effective tool to develop critical language awareness, so they are not easily provoked by the text and learners can observe deeper the words they read before taking action that provides possibilities for social conflict.

Keywords: critical discourse analysis, critical literacy, ideology

## INTRODUCTION

### Literacy Problem of Indonesian Students

In order to solve a variety of societal concerns in this postmodern era, language competency and comprehension are crucial. Poor language skills will affect the obstacles people face while trying to access

socio-economic, socio-cultural, and socio-political life. Van Dijk's critical discourse analysis is primarily utilised in Europe to study social issues since linguistic issues can lead to social issues. Discourse analysis's function as a multidisciplinary branch of linguistics is connected to this. The development of learning that can foster critical

thinking awareness is necessary due to the significance of language in people's social lives. This situation is consistent with Halliday's theory, which views language as a linguistic tool. Linguistics examines language as a tool for comprehension (Neddar, 2017) chief among these the insights that this theory gives on language learning and its contribution to the field of education in general and pedagogy in particular. Written in an accessible style, this paper tries, to the utmost, to simplify when possible, the theory by avoiding the use of all the metalanguage and technical jargons that theorists display in their writings. It thus requires no prior knowledge or readings, as it uses no indexical references to other theories of linguistic descriptions or other sources but the ones that they inform this paper (Neddar, 2017)

In addition to being a tool for communication, language may also be used to exert control over others. Language usage and preferences are just two examples of how the media, as a powerful manifestation, can regulate news dissemination. Mass media editors, legislators, political leaders, educational designers, and other text producers can employ linguistic preferences to control the general populace. Therefore, in order to avoid being influenced by the media, readers need to be sensitive to all texts critically (Santosa, 2015). In addition, a news consumer should be able to respond wisely to the language use from the writer's perspective. In a political context, one should be able to identify persuasive languages that highlight the superiority and victory of a party. Whereas in gender discourse, one should be able to reveal the penetration of men against women in their language use, and likewise, one should be able to examine from women's perspective as the dominated party, which is reflected in their language.

On the other hand, there are several barriers to language analysis awareness in Indonesia. According to a study done in Indonesia, UNESCO reported that the low language analysis ability—just 0.001%—shows how concerning the reading desire of the public is. In contrast, Indonesia was placed 60th out of 61 nations with low literacy rates in a 2016 study by Central Connecticut State University. Additionally, according to a study conducted by the United Nations Development Program (UNDP), Indonesia's education sector had a poor Human Development Index (HDI) of 14.6%. (Anisa et al., 2021). In contrast, Indonesia was placed 111th out of 189 nations in the 2019 Human Development Index Ranking (Pramana et al., 2021). Indonesia's low literacy rate indicates the necessity for a learning instruction methodology.

About 80% of Indonesia's media outlets are fake, according to the Media Indonesia.com e-paper, and they give the public false and unaccountable news (Mahmudi, 2019). According to the data, many media outlets have a specific purpose for their stories and can simply pique readers' interest by publishing sensational, contentious, and even deceptive news. For instance, during the governor general election in 2017, the trial of Ahok for blasphemy. The accusation of blasphemy stems from language analysis, which considers solely the text's meaning without considering its context. People who choose news carelessly and without critically thinking about it, and who do not double-check the facts, are the ones that worsen social conditions in the community.

The community's and students' inability to comprehend and interpret language while reacting to news and mass media may be the cause of the social chaos. Understanding the meaning of a text requires

interpreting the language used in the mass media and investigating the veracity of news by looking at the institution, culture, or situational environment. As an analytical instrument, the topic preferences for critical discourse analysis with ideology as the primary focus of study are required to teach students the value of critical thinking in reacting to media texts in order to prevent social disorder that might lead to horizontal conflicts in society. It is evident from the explanation of the deficiency of critical thinking abilities among students and the community in Indonesian conditions that affect social conflicts in society, so a formula for learning devices must be created.

Teachers need to employ some strategies because those strategies entail student participation in instructional and learning activities (Salsabila et al., 2025). How to reveal bias or power behind the text may be observed by critical discourse analysis (CDA). CDA is a study of how the construction and shaping of power relations and ideologies within discourse, and the study of the discourse impact that construct knowledge and belief of social identity, social relation, and system (Fairclough, 1992). Therefore, the objective of this research is to develop language learning tools based on critical discourse analysis, with ideology as the core of revealing the meaning of speakers that provide critical literacy awareness.

### **Language and Ideology**

Whorf, cited in Hodge and Kress (1993), says there is a relationship between language and thought and between language and perception. Perception will not appear without thinking. What we think is limited to what we see and focus on. Perception is coded in language, which plays an important role in social construction of

reality (Berger & Luckman in Hodge and Kress, 1993). Language as a description of the world becomes what we think based on what we have seen and tends to be what we say. Language is constructed based on basic principles and assumptions about the world. These basic principles and assumptions are not related to or determined by the mind, but are thoughts that are embedded in language, learned through language, and imposed on the use of language. The thoughts that are implemented into the language are ideologies, namely ideas/thoughts that are systematic and organised from a certain point of view.

According to van Dijk (2001), ideology concerning discourse occurs because there is a function of ideology, namely as a social function. Ideology is developed by the dominating party, which aims to reproduce and legitimise their domination. One of the strategies is to present domination as normal and natural and force those who are dominated to acknowledge this social relationship. The social function of ideology has implications, namely that ideology is social in nature, which has been agreed upon by a member of a group or organisation, and forms an identity that distinguishes one group from another. Because if there is discourse, it is seen as not something neutral, but in it there is an ideology of one group to dominate another group.

### **Critical Discourse Analysis (CDA)**

Text, as part of language, is analysed based on the linguistic elements which are related to things outside the linguistic text as a social process that explains how the text is practiced/generated and interpreted, as well as related to the context of social situations, institutions, and culture as socio-cultural practice (Fairclough, 1989). (Eriyanto, 2001) adds that the critical discourse analysis examines the production

and reproduction process of the significance that has emerged historically and institutionally, so that it can reveal the power relations that shape the subject's behaviour in producing discourse. In other words, discourse analysis is used to uncover the power within the language process.

Fairclough and Wodak (1997) assert that language is a social practice that is influenced by social structures, institutions, and circumstances. Discourse also reveals ideology, which can create and perpetuate power imbalances between men and women, majority and minority groups represented in the social positions on show, and socioeconomic classes. Discourse analysis studies how language reflects social power imbalances.

Fairclough (1989) connects text as a micro element and culture as a macro element and views discourse in language as a social practice. It is called social practice because language is part of society that is related to factors outside of language. Text as part of language is analysed based on the linguistic elements of the text without being connected with things outside the linguistic text. Discourse practice is a social process that explains how the text is practiced/produced. At this stage, an analysis of how a text is produced and how to interpret it is carried out. Meanwhile, language that is connected by context as a socio-cultural practice is a dimension related to things outside the text such as social situations, institutions, and culture. Those dimensions of the discourse are stages in conducting critical discourse analysis.

Text, interaction, and context can be analysed by conducting critical discourse analysis. The stages of critical discourse analysis according to Fairclough (1989) are carried out in 3 ways: description, interpretation, and explanation. The description stage, which focuses on linguistic features,

contains three values: experiential, relational, and expressive. The value of experience is how the writers use their experience and knowledge to analyse an event, person, group, situation, or anything else in the text. The value of the relationship is how the relationship between participants in the text is displayed. Expressive value is how the writers evaluate the text concerning reality to find the identity of the participants in the text.

### **CDA in Critical Literacy Practice**

Although CDA was initially employed for studies in critical linguistics, discourse, and feminine post-structuralism, researchers have recently shown an interest in connecting CDA to the educational setting (Youwen, 2018). According to Fairclough, Peace, and Rogers in Youwen (2018), CDA is a crucial educational approach that uses a dialectical process to understand and analyse the link between authority, power, ethics, and ideology as well as discursive practice to acquire insight into educational situations. Discourse analysis focuses on social contact in an educational setting, nonverbal cues in communication, and genuine language attitude and interaction (Wodak & Meyer, 2009).

Fairclough (1992) stated the implementation of CDA in EFL, those are (1) CDA is used to determine the talking or writing ways of people, events, or phenomenon, (2) CDA explains how the relation of power and ideology is constructed by discourse and it is used to establish social identity, social relation, and system of knowledge and belief, (3) CDA gives an insight to learners about how the meaning is constructed at the global level and how it can be understood at the local level, (4) CDA is a tool for students and teachers to build a critical behaviour in EFL classroom, (5) it help students to interpret the

text in social structure and ideological presupposition, (6) The teachers' role in EFL teaching is to raise the students' internal value and capacity to have critical thinking. According to (Gyawali, 2019), having the awareness of CDA makes learners build a protection from the harsh ideology of others, such as teachers or fellows. Besides mastering the linguistic elements of the text of the target language, the main objectives of CDA are developing the students' critical thinking (Bonyadi, 2019).

CDA, a technique that allows the researcher to examine the ideological underpinnings of both policies and educational programs, is used to conceptualise critical literacy in a range of international educational policies and curricula (Nastasi & Fauls, 2023). According to Beck in Abdenia (2015), critical literacy is the ability to understand texts critically and analytically. It enables readers to focus on socio-political issues, read texts from a variety of perspectives, act on what they have read, and find their own voice and ethical duty to improve the world.

Critical literacy is a form of knowledge that empowers individuals by helping them find their voice and understand their ethical responsibilities in making the world a better place (Abdenia, 2015). According to McDaniel (2016, pp.477-478), critical literacy extends beyond traditional definitions of reading and writing, encompassing critical thinking, self-reflection, and the transformation of both the individual and society. For this study, critical literacy refers to the use of language—both verbal and nonverbal, written and spoken—that demonstrates an awareness that all texts are intentionally constructed. As a result, texts should be questioned and analysed within their socio-political contexts.

Critical literacy was proposed by Freire, who placed a strong emphasis on

reading about social and political issues and acting upon the information, which is the foundation of critical literacy. According to him, literacy is a cultural practice that both shapes and is shaped by the social context, serving social purposes Freire (2005). Critical literacy, a teaching strategy that incorporates reading the word and the world to inspire students to think critically, solve issues, and participate in their social settings, may be used to examine text criticism. It aims to enhance students' critical language awareness.

## METHOD

The research design of this study was a qualitative approach that looked at and analysed how instructional critical literacy was being implemented. A case study was used to investigate those data. A case study investigates the particulars and intricacies of one instance, learning about its behaviour in important settings (Stake, 1995). The respondents of the study was drawn from the English Literature Study Program's Discourse Analysis course at one of Semarang's state universities. As the primary source of critical literacy, the discourse analysis class examines the selected object in greater detail and delves deeper into the written word. The critical literacy instruction focused on observing CDA because it is a study of how the construction and shaping of power relations and ideologies within discourse impact and construct knowledge and belief of social identity, social relation, and system (Fairclough, 1992). The practice of discourse also brings out ideology, which can produce and reproduce unequal power relations between social classes, men and women, and majority and minority groups represented in the social positions displayed. CDA looks at how language shows the inequality of power in society.

The instruments for the data collection method were observations of the lecturer during the lesson and artefacts that were gathered to observe the students' involvement in the critical literacy implementations. Documents were taken from any source dealing with ideology, mostly about controversial news. Students' questions and responses, as well as summaries and reviews, were among the information to be searched in these documents.

There are several steps in the process of analysing qualitative data. The first step is to transcribe what the students say in class about ideology analysis. To find the transcripts that showed critical literacy, phase 2 employs the critical literacy as proposed by Freire (2005). Freire's concept was employed to explore students' proficiency in reading texts critically and analytically. This enabled them to read texts from different perspectives, focus on socio-political issues, alter commonly held viewpoints, act on texts they have read, find their own voice, and realise their ethical duty to make the world a better place.

## FINDINGS

Critical literacy is the foundation of ideology teaching. Critical literacy serves as the core concept in teaching ideology. It enables individuals to critically and analytically engage with texts from multiple perspectives, challenge dominant viewpoints, focus on socio-political issues, and take action based on their readings. Through critical literacy, learners examine their own perspectives and reflect on their roles in society. Reading instruction primarily follows a conventional approach, focusing on questions about text topics, vocabulary meanings, and references. However, to align with 21st-century educational goals, a blended approach combining traditional and critical literacy methods is

necessary. Since most institutions still rely on conventional reading methods, teachers cannot implement critical literacy instruction abruptly. Instead, they should gradually integrate critical reading strategies alongside existing traditional methods.

The teaching of ideology is closely linked to critical literacy pedagogy, as power, ideology, and dominance shape the way critical literacy is applied. Ideologies naturally integrate into and influence critical literacy instruction. The way how to teach ideology refers practice the framework of familiarising teaching methods, picking authentic materials, observing critical discourse analysis, applying multimodality, and asking critical questions.

The teacher chose the controversial text so that they can compare and contrast two articles on the same topic. The goal was to analyse each article critically in other perspectives to ensure how the author shaped the text to serve those purposes, and the consequences and power relations the author wants to convey in the text. Teachers could use online news with a divergent angle to demonstrate one piece of information. For this study, the researcher took an example of Gus Yaquut's case that equalised adzan (the praying call for Muslims) with dog barking in 2022. The information came from real-world sources that the students encountered on a daily basis. The news reports were based on actual events; this particular incidence occurred in Indonesia and is now trending. Compared to textbook texts that are irrelevant to their lives or cover unfamiliar subjects that are hard for students to understand, it was simpler for them to critically assess the material. Additionally, the data were displayed in Indonesian. Because of their inadequate English ability, L2 learners may find it challenging to speak out to express their thoughts, respond to those of others,

or participate in a debate about a particular topic. Since the teacher believes that students' ability to express themselves is essential to the learning process, she permitted the kids to transition between Indonesian and English.

The data example was the controversial statement made by Gus Yaqut comparing dog barking and adzan, the Muslim call to prayer. The teacher asked the students to analyze Gus Yaqut's statement in order to better understand it after playing a YouTube video of him making it. Students may view the video again to have a thorough comprehension. This stage is crucial for teaching students to double-check and, if they obtain the information, uncover the truth in the news. Students' ability to express themselves is crucial to the instruction, so the teacher allowed students to switch and mix English and Indonesian.

They needed to find out if the belief that he compares adzan to dog barking was accurate or not. By noting her words, the instructor helped the students identify the statement's topic throughout the interview. The topic has the most words, such as "disturbing sound must be handled". The teacher then asked the class if they thought Gus Yaqut distinguished between the barking of the dog and the adzan. According to their opinions, "He gave examples of loud, upsetting noises like dogs barking and trucks starting their engines simultaneously," "It is comparable to the sound of adzan that disturbs other Muslims," and "The uncontrolled sound is definitely annoying", "Avoid using TOA (a device that produces loud sounds) at higher decibel levels than 10 because doing so will annoy other Muslims". Students realized that Gus Yaqut's statement focused more on how the annoying noise would disturb other people than it did on drawing a comparison between dog barking and adzan.

The teacher then displayed data from internet news sources that presented various viewpoints. She then instructed the students to access additional information on the case on their smartphones and to determine the case's positive and negative remarks. Students were to analyze ideology based on both positive and negative connotations in the language choices for this exercise. Additionally, learners taught how to read each comment. Two opposing viewpoints were categorized as a result of the students' interpretations. The two opposing points of view showed that the case generated debate, and students should be wise readers who refrain from passing judgment until conducting a more thorough analysis.

After categorizing the comments into two opposing viewpoints, the instructor posed the following crucial questions to the class: "Who is Gus Yaqut?", "What is his position?", "What is his educational background and family background?", "What institution does he belong to?" to investigate the beliefs of Gus Yaqut. A person's or a certain group's or layer of society's beliefs, values, and objectives are all part of their ideology. What Gus Yaqut stated is in line with his beliefs. Students were instructed to respond to the questions and research his history or context—that is, situational, institutional, or cultural—in order to determine this. Students were free to use any website or YouTube video to obtain the information.

They next had to talk about the context they thought best suited Gus Yaqut. According to their investigation, he is the Minister of Religious Affairs, a member of *PKB* (one of the Islamic political parties), and the former leader of *GP Ansbor* (an Islam youth organization) under *Nahdatul Ulama* (an Indonesian Islamic organization). He battled against the anti-*NKRI* (Uni-

tary State of the Republic of Indonesian) movement while leading *GP Anshor* after learning that *Pancasila*, or Indonesia's five principles, must be applied in day-to-day life. These backgrounds demonstrate his ideology, which is to accept all viewpoints, irrespective of a person's religion, in his capacity as Minister of Religious Affairs. It is also supported by his earlier comment, in which he asserts that "I am the Minister of Religious Affairs, serving all religions". His affiliation with *GP Anshor* and *Nabdatul Ulama*, together with its ideology, suggests that he is a follower of pluralism. Based on what the students thought during the conversation, the conclusion is summarized.

Since the students might not be familiar with learning about the ideology, the teacher may start with a simple and short text. After students are used to being critical thinkers by identifying the ideology, the teacher can take other complex examples, pick English data, and force students to speak mainly in English. The teaching method encourages students to be critical of all the information given to them and urges them to find out the truth before they judge someone or share the news that they often get, for example, from WA Group. Their action represents critical literacy which shows students' competence in understanding texts critically and analytically, empowering them to read texts from various points of view, changing perspectives that are commonly used, focusing on socio-political issues, taking action on texts that have been read, and discovering their own voice and ethical responsibility to improve the world.

## DISCUSSION

Critical literacy plays a crucial role in higher education by enhancing critical thinking, deep comprehension, effective communication, and an appreciation of diverse

perspectives. It equips students with the necessary skills to engage in social issues actively, question established power structures, and navigate complex information. Therefore, critical literacy serves as a tool to develop students' critical thinking abilities.

Teaching ideology has a connection to critical literacy, which requires a pedagogical framework with guidelines for practice. To encourage students to think critically about books, themselves, and their worlds, Jones (as referenced in Ng, 2017; Saygılı et al., 2018) proposed a three-part framework: deconstruction, reconstruction, and social action. The pedagogy provides information on the critical theory of teaching critical abilities, integrating critical literacy into our classrooms, and identifying the steps involved in critically reading a text.

The CDA analysis in EFL is used to figure out ideology to educate society to be a critical thinker. This statement is supported by some scholars (Dabiri, 2018) this study with a critical discourse analysis point of view in social scientific research investigated feedback patterns of four English language teachers on learners' responses in four English Language institutes with Communicative Language Teaching (CLT; Hashemi & Ghanizadeh, 2012) this study with a critical discourse analysis point of view in social scientific research investigated feedback patterns of four English language teachers on learners' responses in four English Language institutes with Communicative Language Teaching (CLT; Millan, 2021; Nasution et al., 2020) when it comes to pedagogical context, critical discourse analysis (CDA; Rahimi & Sharififar, 2015) the study utilized an experimental design with 62 participants including 32 males & 32 females majoring in English language. To this end, Obama's political speech as a

text was delivered to students to analyze it. Before teaching CDA techniques, students were asked to analyze this political text in accord with their interests. After teaching these principles, they analyzed the same text for the second time critically. Then they responded to a questionnaire that divulged the consequences of CDA on males and females. The findings suggest that females were more influenced than males, but in every way the difference was not to a great degree impressive. Another purpose of this article pays heed to students' critical thinking. After inspection of students' analyses and evaluation of their answers given to the questionnaire, it was specified that critical discourse analysis facilitate nurturing critical thinking ability in students. Furthermore, students' motivation enhanced after learning these principles as well as their ability to decode the textual meaning of the text increased (Rahimi & Shariffar, 2015; Sadek & Sassi, 2017). In teaching EFL, CDA has been used to analyse a foreign textbook, to analyse teacher-students interaction in foreign language classroom, to analyse the presentation of foreign language in media, to analyse the identity and discourse of students, and to analyse teacher-students interaction in classroom. Those are the implementation of CDA in EFL as a pedagogical learning. Research by some scholars reported that CDA develops students' critical language awareness (Al-Issa et al., 2017) research has shown that for various reasons English language teachers graduating from a state-owned university in an Arab country for the past 25 years or so have been found lacking communication skills due to reasons pertinent to their preparation. This Critical Discourse Analysis (CDA; Avenando & Fonseca, 2009; Bonyadi, 2019; The purpose of this paper is to review The current research on discourse analysis and language teaching.

The focus on The intersection of discourse analysis and language education indicates that three approaches, namely Critical discourse analysis, Descriptive discourse analysis, and Pedagogical discourse analysis have been taken by practitioners in educational context. As for directions of future research on discourse analysis and language teaching, it was postulated that The prospective researchers in The field are expected to focus on operationalizing The discourse concepts at The methodological level. This would be possible if EFL/ESL teachers themselves truly get educated in a discourse-based program in teacher education centers (Bonyadi, 2019 Gyawali, 2019; Hamdi, 2022; Marsh, 2011; Martínez, 2012; Mujiyanto, 2009; Sharma, 2011).

The teacher gives students brief, easy-to-understand critical literacy texts to start reading texts critically, such as news articles or adverts from websites, to foster critical thinking awareness. Since advertisements and news articles typically contain a few sentences and are straightforward texts, they are regarded as chosen data. Research by Kuo (2014) suggests that this strategy can be applied gradually. As a result, the selected text can be started progressively, moving from simpler to more complex text.

A teacher can teach ideology using a variety of media, including text, photos, and visuals, as well as material from YouTube and online news sites that include both audio and visual content. Teaching ideology is associated with an endeavor to teach students how to think critically. According to some academics, teaching ideology can be accomplished by providing a variety of materials for teaching English as a foreign language (EFL), and this approach supports their findings (Amgott, 2023; Millan, 2021) little is known about how students experience learning with multi-

literacies curricula. This article examines the perspectives of 185 undergraduate students enrolled in a fourth-semester French multiliteracies course at a university in the Southwestern United States. Through the theory and pedagogy of multiliteracies, this design-based implementation research investigates how students traversed multimodal composing in 376 video reflections and 265 digital multimodal projects. These data, along with interviews from 10 focal students, are analyzed qualitatively through multimodal transcription, open, axial, and selective coding to illuminate student perceptions. Findings demonstrate how the multimodal projects and the multiliteracies curricula provided students an avenue to develop critical literacy, a growth mindset, and a sense of community. Analysis additionally revealed that students perceived spontaneous speaking and time constraints as tensions in the multiliteracies curriculum. These findings hold implications for designing and scaffolding L2 multiliteracies courses throughout the scope and sequence of university language courses (Amgott, 2023). Critical literacy can be applied using transmedia narrative (Djonov et al., 2021), meme (Romero & Bobkina, 2021), magazine advertisement (O'Brien & Comber in Vasquez et al., 2019), film, YouTube videos, legal document (Janks, 2013), web toon application (Khudlori & Efendi, 2022), and everyday objects, such as toys (Vasquez in Sauto-Manning, 2006).

Authentic material, such as words on TV, mailboxes, billboards, cafeteria menus, clothing labels, or popular classroom texts like gestures, attire, and accessories like personal technology like cell phones, iPods, PlayStation Portables, etc., is a trend in critical literacy curricula and pedagogy (Vasquez, 2004, as cited in Johnson & Vasudevan, 2012). The digital technology use that was frequent throughout all activities

became a source of students' artefacts and offered opportunities for students to develop critical literacy (Molin et al., 2018).

Throughout the teaching and learning process, the instructor poses a number of important questions while presenting their worldview. Those inquiries were put forth by certain academics (Abdenia, 2015; Alford, 2021; Govender, 2019; Huang, 2011a; Kuo, 2014). Posing a question will encourage students to consider what they should focus on and provide them with an opportunity to voice their critical thoughts. Several EFL researchers claim that activities such as discussion and writing critical responses through journals, papers, or essays display positive results (Huang, 2011a; Izadinia & Abednia, 2010; Park, 2011). Students' critical awareness is developed through such activities. Engaging in critical literacy exercises helps people develop their critical awareness and critical thinking skills (Izadinia & Abednia, 2010), performing, uncovering, and developing critical thinking (Kuo, 2014), recognising different points of view (Huang, 2011b; Kuo, 2014), expressing their opinions actively and making meaning by reconstructing texts (Park, 2011), revealing hidden agenda (Huang, 2011b), and assisting students in reviewing their environment (Kuo, 2014). The questioning strategies also motivate learners to express their opinion (Ghasani, 2023).

For students learning in a second-language (L2) environment, language proficiency can be a barrier. Many L2 learners struggle with expressing opinions, responding to others, or discussing complex issues due to limited English proficiency. The primary goal of critical literacy is to encourage active participation, making it essential for students to express their thoughts freely. To balance English proficiency development with communicative competence and critical thinking skills, teachers

can allow students to use both their first language (L1) and second language (L2) as a strategy to foster confidence and engagement. This strategy relates to the research of Akbari (2008) to use the first languages of the learners as resources. After teaching students to think critically by recognizing the ideology, the teacher can utilize more intricate examples, select English-language data, and make the students converse primarily in English.

## CONCLUSION

In order to uncover the power inside the language process, the critical literacy framework can be used to analyse the ideology of the dominant party, which seeks to maintain and legitimate their supremacy. The models that can be used to observe the ideology include how students may perceive various viewpoints, how they observe power in the socio-political system, and how they act. Ideologies, dominance, and power have all been connected to those frameworks as a critical literacy approach. The critical literacy model's conceptual frameworks for teaching ideology include stimulating critical literacy, familiarizing students with the text, utilizing multimodality, utilising authentic material, asking critical questions, and mixing L1 and L2. The use of those conceptual frameworks can teach students to read and analyse texts critically so they can find out about power, and diversity. Therefore, reading critically to reveal ideology in text seems necessary which highlight the significance of speakers who can raise awareness of critical literacy.

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