Factual vs. Fake News: Teachers' Lens on Critical Media Literacy Education in EFL Classes

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ABSTRACT

The internet and digital ecosystems have enlarged opportunities for literacy activities. Technology has altered social practices and concepts of literacy, which has profound consequences for EFL teaching and learning. This qualitative research aims at studying teachers' ignorance, within the concept of ignorance epistemology, as they navigate their teaching roles in CML teaching, particularly in the EFL context. Through an open-ended questionnaire and interview, this study investigated how teachers assist students to establish the credibility of information and information sources through critical assessment. It also delved into the opportunities and challenges the teachers encounter in assisting students to be critical assessors of information and media sources. All these are critical since building CML aims to prepare students to be active members of today's digital democratic world and to ease the media bubble effects of social media, which can lead to fake news or misinformation, polarization, and complex mediation between parties. Finally, ramifications and future study areas are highlighted to further the field of digital literacy.

INTRODUCTION

The advancement of technology and the proliferation of electronic media, such as smartphones, have significantly impacted the lives of individuals, students, families, and communities (Adiarsi, Stellarosa & Silaban 2015; Briandana & Dwityas 2019; Kyritsi et al. 2019; Weller 2020). Smartphones, more than any other media, have a strong hold on the lives of millennial students, even to the point of addiction. Furthermore, the availability of online media can now meet the need for enjoyment, news, information, and learning (Rianto 2018). The benefits provided by digital media are not without drawbacks. Technological advancements and the rise of digital media, like a two-edged sword, also have negative impact. According to Giles (2010), excessive mobile phone and internet use contribute to a preference for social ties over information gathering, which indirectly impacts the spread of incorrect information.

Therefore, in this digitally linked era of fake, misleading, and unsubstantiated information, new literacy skills and critical awareness are required in order to read, write, and use media and technology to promote democratic interactions, social transformation, and engagements (Share, Mamikonyan & Lopez 2019). The development of these new literacy skills and critical awareness can be fostered through critical media literacy (CML) learning. Hence, learners develop their epistemic awareness, decrease their vulnerability to deception, and focus on facts (MacKenzie, Rose, & Bhatt 2020). CML allows teachers and students to analyze and create with and about technologies that can empower, oppress, entertain, distract, educate, mislead, and purchase or sell everything from lifestyles to politics. As a result, now more than ever, teachers should encourage students to read, watch, listen to, take part in, and create a variety of texts, from digital podcasts to multimedia works (Share, Mamikonyan & Lopez 2019).

Students should be aided in obtaining a critical knowledge of how authorities function in digital environments and how modes of thinking and being are culturally developed, re-produced, and promoted since technology is an essential aspect of learning in this digital era. CML education should be geared at comprehending how specific sorts of digital literacy practices promote critical awareness (Bhatt & MacKenzie 2019). Recognizing the importance of CML learning, especially when considering that many youngsters are at the forefront of technology and media usage, many countries have begun to implement CML learning and initiatives (Lim & Tan 2020).

In Finland, for example, the government has developed 'The Media Policy Programme 2019–2023,' which underlines the need for anti-disinformation and anti-hate speech campaigns, as well as effective media education as a vital element of teacher education (Harrie 2018; Jaakkola 2019). Furthermore, many American states are urging schools to teach students how to analyze internet and social media content (Lynn 2018). Likewise, in several European Union member countries, such as Hungary and Austria, media literacy teaching is done in a cross-curricular or subject-specific approach (Zhang, Zhang & Wang 2020).

On the other hand, CML is still inadequately addressed in Indonesian classrooms. Some schools have undertaken various digital literacy learning efforts; however, they have been ineffectual. Murdiani et al. (2021), for example, show that a media literacy program has been implemented as a school movement in Bandar Lampung, with a focus on information and communication technology (ICT). However, there is no collaboration between the school and the local education department. Another media literacy program in Indonesia is #SiBerkreasi. Despite being implemented as a media literacy movement across the country's diverse society, the program is not regarded as effective because it does not resolve the critical issue of how media literacy should be perceived in a diverse community (Widyasari & Allert 2019). Additionally, its objective to promote youth media literacy skills still needs to be optimized and improved (Santoso, Anwar & Waluyo 2020) because concerns such as fake news, privacy violations, cyberbullying, pornography, and other serious issues related to digital media effects continue to be inherent problems in society (Kurnia & Astuti 2017).

The small number of CML programs correspond to the lack of research on CML instruction in English, particularly in the setting of EFL (El-Henawy 2019). Several incidents and disturbances have occurred across Indonesia due to hoaxes, such as student brawls in Karawang (Rihanto 2017), Bekasi Regency, West Java (Mawardi 2020; Rahmawati 2020), Bogor, West Java (Zakaria

2021), Sidoarjo, East Java (Sholahuddin 2022), Makale area, Tana Toraja Regency, South Sulawesi (Riyas 2021), West Balikpapan (Riyadi 2022), and Papua (FajarPapua 2022). Students were readily stirred up by misleading information obtained through digital media. Similarly, Sukabumi City Police in West Java arrested a student for spreading false information and using hate speech (Alamsyah 2018). Students' reactions to material obtained from digital media that caused problems such as turmoil and the propagation of provocative information highlighted their apparent lack of CML skills and how dangerous bogus news can be.

Further than that, previous studies (e.g. Gannon 2016) also evidence that fake news, misleading information, or intentionally concocted information, have influenced the views, beliefs or perceptions of civil society. Media consumption has been linked to exaggerated preconceptions of messages or ideas (Lavin & Cash 2000; Levine & Harrison 2009), relating, for example, to gender stereotypes (Bergstrom, Flynn & Craig 2018), and race (Frisby 2004; Gilliam & Iyengar 2000; Hurley et al. 2015), as well as social, political, and economic situations. Fake news readers can be readily duped by headlines portrayed as accurate when put on one platform and then published several times since this creation closely resembles news media sources (Halper 2012; Gannon 2016). Therefore, CML education plays a critical role in empowering students to identify and analyze information, as well as to engage as active participants in critical thinking about media and technology (Hobbs 2011; Kellner & Share 2005) in order to nurture the growth of empowered and active citizens (Bergstrom, Flynn & Craig 2018).

We have therefore indicated that more research is needed into how CML education might be used effectively to help students, particularly in Indonesia, to determine the reliability of information and information sources through critical assessment. We intended to carry out our inquiry by learning from the sense-making of teachers. We believe that learning from the teachers' context can have an impact on students ' learning, providing a more scientific reason as to why CML learning should be integrated and how it can be effectively integrated. More specifically, in this study, we attempt to answer two interrelated research questions: 1) How do EFL teachers navigate their teaching roles according to their belief in the need for CML teaching? 2) How do EFL teachers assist students to establish the credibility of information and information sources through critical assessment, and what opportunities and challenges do they encounter in assisting students to be critical assessors of information and media sources?

In answering these questions, we propose the concept of ignorance epistemology as it purports to investigate instructors' gaps or an absence of specific beliefs because this epistemology includes both dearth or insufficient knowledge or awareness (Bhatt & MacKenzie 2019), in this case, of CML understanding. This theory is founded on the assumption that teachers can deliver CML instructions depending on their epistemological foundations. In other words, instructors' knowledge of, say, the meaning and function of CML, the need for CML skills, the use of specific media in CML instructions, and related CML practices will influence their overall CML instructional practices.

LITERATURE

CRITICAL MEDIA LITERACY

Media literacy is a multidisciplinary research area recognized by different terms, including media pedagogy, media education, educational media, digital (new media) literacy, or skills (Ptaszek 2019). Hence it has become an ambiguous terminology and concept (Hazaea 2021). In general, media literacy refers to media users' learning that prepares them to be engaging users in a world of media-saturated people (Gourlay, Hamilton & Lea 2014). It is an educational approach that aims to raise students' awareness of how the media works, how it is generated, how it is structured, and how it is used to develop society (DeNardis & Hackl 2015). Further, media literacy is strongly associated with free, independent, democratic media (Carlsson 2019), critical awareness, and critical thinking (Forsman 2019; Kellner & Share 2019). That is why students in media literacy classes learn to define their point of view, create a stance, and be able to freely and responsibly share their thoughts and opinions. It reflects the ability to act and talk freely, closely tied to social activities or exchanges.

Critical literacy is also typically connected to two necessary fields of study: critical text analyses and pedagogies (Luke 2011). Furthermore, it involves a standpoint from which students can

actively engage with the media and analyze the meaning of the messages they receive (Potter 2018; Workman 2014), as well as sort out and evaluate the contents of communications found in printed and digital media. Moreover, CML represents a modern shift from reactive to proactive (AlNajjar 2019). In CML, students study how news affects viewers and how they can use the information to form possible perceptions by becoming critically literate. Consequently, students can traverse multiple texts while disputing what the text asserts and its authority (Wardani 2021) and connecting theory to practice (Joanou 2017).

Kellner and Share (2019) highlight the significance of CML instruction in another study claiming that CML connects thought and action. This is because, through critical media literacy, students have access to material that allows them to critically reflect, appraise, and actively participate in discussions or other types of media expression. Students produce media by creating meaning from specific messages or information they receive while also studying and critically commenting on those messages until they are ready to develop their own messages or information within a particular medium (Kellner & Share 2019).

In critical literacy education, if teachers cultivate CML and discuss key ideas with students, particularly as they pertain to the dependability of information, students will be aware of ideology, authority, and dominance (Leggett & King-Reilly 2020; O'Reilly 2020). Therefore, in the classroom context, students should be regarded as scholars and should engage in discourse with teachers and one another to further explore concepts and contemplate important topics (Leggett & King-Reilly 2020).

CML EPISTEMOLOGY AND FRAMEWORK FOR CREDIBLE INFORMATION SELECTION CRITERIA

Schommer (1990) frames epistemological beliefs as perceptions concerning information and knowledge. She discusses the processes of understanding and learning. Furthermore, four elements of interpersonal epistemology are formed including certainty, simplicity, source of knowledge, and justification of knowing (Hofer 2004). There are epistemic ambiguities and subjectivity in the use of digital media that can be challenging to regulate as the evoked probability is reasoned on the basis of media users' judgments. According to Bråten, Strømsø and Samuelstuen (2005), since digital media is part of the advanced means of delivering knowledge and knowing, personal epistemological beliefs may differ peculiarly from the internet. The information that emerges on media platforms has the capacity to refine users' epistemological ideas, which also contributes to their justification of the information (Celik, Muukkonen & Dogan 2021).

Although information and media judgment is highly subjective, numerous scholars have established a framework for examining the reliability of information and media sources. Tseng and Fogg (1999), for instance, identified four categories of credibility: presumed, reputed, surface, and experienced. In researching the reliability of the information, Genette (1982) also developed the notion of para-text. Using this notion, media users should evaluate aspects surrounding the text and what is offered to readers as such, influencing its interpretation because it provides readers with factors to predict text content. Furthermore, Rieh (2002) provides a list of factors that influence the credibility of information on digital media, including source, content, format, presentation, and loading speed, as well as the authenticity and quality of the information. However, these requirements are impacted by other sociocultural backgrounds and prior views. As a result, there is a need for tools that can be used to assess the reliability of the information on the internet in terms of simplicity and accuracy.

CRITICAL MEDIA LITERACY IN THE EFL CONTEXT

Many studies have confirmed the significance of paying more attention to and prioritizing media literacy in primary school, secondary school, and higher education curricula to address existing knowledge gaps (Bergstrom, Flynn & Craig 2018; Kellner & Share 2005; Thoman & Jolls 2005), as well as the importance of teacher education for preservice teachers (Gretter & Yadav 2018). In the EFL context, Chamberlin-Quinlisk (2012) affirms that creative media literacy can benefit EFL classes. AlNajjar (2019) proposed a proactive critical media literacy strategy to enhance understanding among students in the Middle East and North Africa. However, although many CML programs have been initiated in various countries around the world, Ko

and Wang (2009) discovered that the incorporation and implementation of a critical literacy approach in EFL classrooms, particularly in higher education, is still limited when compared to Western education, which has been using critical literacy for many years.

Furthermore, in another study, Ko (2013) shows that students in Asia still cannot adequately articulate what they are experiencing, highlighting the issue of literary practices in the classroom. He also contends that the EFL testing system and memorizing techniques in EFL teaching lead to Asian students' low level of critical literacy. Meanwhile, the absence of CML practice in Asia is due to a lack of understanding of the region's critical literacy demand and insufficient knowledge and skills concerning its implementation (Kim 2012). Kuo (2009), moreover, asserts that most students are hesitant to voice their critical viewpoints because of cultural reasons, for which expressing critical opinions to others, especially the elderly and teachers, is misconstrued as rebellious and condescending. Furthermore, rather than critically probing language use, EFL education concentrates on using proper English structure and form of the text (Lotherington & Jenson 2011).

To summarize, despite its critical functions, CML is still regarded as a hazy term, particularly in the EFL context. Therefore, this study was designed to investigate teachers' perceptions of CML instruction and the opportunities and challenges that EFL teachers might face when implementing CML in English language lessons. Finally, the study findings were intended to address a theoretical gap underpinning the integration of CML in language acquisition.

PURPOSE OF THE STUDY

The necessity for CML teaching cannot be understated in the face of the global expansion of digital media and information. This qualitative research aims at studying teachers' ignorance, within the concept of ignorance epistemology, as they navigate their teaching roles in CML teaching, particularly in the EFL context In addition, this study also examines how teachers assist students to establish the credibility of information and information sources through critical assessment. It would also like to delve into the opportunities and challenges the teachers encounter in assisting students to be critical assessors of information and media sources.

In short, this study is anticipated to provide theoretical underpinning on how EFL teachers' ignorance in CML components could be encountered to strengthen CML teaching in the context of EFL. By understanding the CML components and teaching students how to critically pick and analyze media sources and information, teachers may enable the students to become savvy media users and producers. Briefly jumping forward, this study is significant because it seeks to reduce the media bubble effects of digital media, which can lead to fake news or misinformation, polarization, and complex mediation between parties.

METHODS

RESEARCH DESIGN

This study aims to investigate teachers' ignorance, on epistemological grounds, as they navigate their teaching roles in CML teaching, particularly in the EFL context. The study used a qualitative approach. This approach was used since it is the most suitable method for obtaining the participants' opinions on a phenomenon (Creswell 2009). Furthermore, as a qualitative research project, the approach allowed for collection of responses in the participants' own words while exposing ideas, unique logic, and reasoning (Treadwell 2014).

RESEARCH PARTICIPANTS

To empirically ground our contribution, we build on data from open-ended questionnaires to 13 EFL teachers (10 females and 3 males) who participated in this study. The participants were EFL teachers at senior high schools and vocational schools in Indonesia. Participants were randomly selected according to their willingness to participate in this study. Furthermore, the participants were notified that they might withdraw their participation if they became unwilling to participate in the study project. We also notified them from the beginning of the study project that the interview would be recorded and that we would seek their confirmation on the results of the data coding and interpretation following the data analysis. Table 1 presents the demographics of the participants in the study.

CATEGORY	NUMBER OF TEACHER PARTICIPANTS
1. Gender	
a. Female	10
b. Male	3
2. Age	
a. <30 years old	1
b. 30–39 years old	2
c. 40–49 years old	8
d. 50–59 years old	2
3. Education Background	
a. Bachelor's degree	3
b. Master's degree	9
c. Doctoral degree	1
4. Teaching Status	
a. Government office	10
b. Full-time (non-government officer)	2
c. Part-time	1
5. Teaching Experience	
a. 1–5 years	1
b. 6–10 years	1
c. 11–15 years	5
d. 16–20 years	2
e. >20 years	4

Table 1 The Details of the Participants of the Study.

DATA COLLECTION AND ANALYSIS

The data collection procedure and social data analysis were structured and detailed. An open-ended questionnaire served as the primary instrument to obtain information from the participants assumed to represent a specific community (Kriyantono 2014) and to define some characteristics of a group, whether they were related to attitudes, behaviors, or other social factors (Sugiyono 2012). We selected open-ended questions to enable teachers to express themselves freely using their own words without being limited to preconceived options provided by closed-ended questions (Cohen & Manion 1994), making the instrument congruent with the spirit of qualitative research. Likewise, an open-ended questionnaire is advantageous because it may make the data-gathering procedure less intimidating for the participants. Table 2 contains the questions in the open-ended questionnaire.

QUESTIONS
1. What do you know about critical media literacy?
2. Do you think critical media literacy learning is essential for our students? Why?
3. Please describe your experience in teaching critical media literacy at school.
4. What opportunities and benefits did you get while practising critical media literacy teaching?
5. What are the most common problems teachers experience while teaching critical media literacy in the classroom? Please tell us about any issues you have encountered teaching critical media literacy.

Table 2 The List of Questions from the Open-ended Questionnaire.

The questionnaires addressed teachers' knowledge and opinions regarding CML and its instructional practices. We also supplemented the open-ended questionnaire data with an informal interview. Furthermore, this research adopted Corbin and Strauss's (2008) grounded theory approach to data analysis, transitioning from open coding to axial coding to selective coding. The study began with the analysis of all the data using open code. Corbin and Strauss (2008) provide a general framework: who, what, when, where, and how? The study then progressed to axial coding, which emphasizes the analysis above description. We

attempted to identify a core category that organized the repeating themes and important patterns discovered in axial coding in the third step, selective coding. It should be highlighted that axial coding enabled us to leverage pre-existing categories and frameworks for additional analysis and theory construction. We reduced, organized, and examined data, resulting in explanations and interpretations (Hatch 2002).

The results of data reduction and analysis from the questionnaire and interviews were then evaluated within the context of CML frameworks utilizing the epistemology of ignorance. Our ongoing investigation was prompted by the conceptions of ignorance. In order to promote openness, the following analysis includes excerpts from the participants. We validated the data to the teacher participants, clarified the ambiguous questionnaire responses, re-analyzed the refined data, and reconfirmed the data to the participants before presenting it in the study report.

FINDINGS AND DISCUSSION

This section includes the study's findings and a discussion concerning the research objectives. The identities of the participants cited in the excerpts are pseudonyms to maintain confidentiality.

EFL TEACHERS' EPISTEMOLOGICAL GROUNDS IN CML COMPONENTS

The findings emphasize the importance of teachers' sense-making, verification procedures, and the concept of knowledge and experience in the context of CML instruction in an EFL setting. Examining CML notions and components from teachers' shared meaning is critical, particularly in the Indonesian setting. This is because in the Indonesian context, teachers play a central role in classroom instruction due to a tendency towards teacher-centered classroom pedagogy (Bjork 2005; Zulfikar 2010).

During the investigation, three interconnected components of teachers' ignorant epistemology emerged: media access and source selection, media comprehension and analysis, and media production and distribution. Accordingly, using the ignorance epistemology, the three aspects and their corresponding constraints can be utilized to position and explain instructors' views of the need for CML instruction.

Media access and source selection

EFL teachers mentioned that in CML instruction, there is a need to understand ways to obtain and evaluate the quality and credibility of media sources. This can be described as media access and source selection. The component of media access incorporates concerns around technological infrastructure such as the dubious internet and the ability to evaluate and select credible sources. The participants, moreover, emphasized the importance of media source analysis.

> *Excerpt 1*
> "The first and most critical step is to verify that the news source is trustworthy and credible."
>
> "When the source is reputable, it is reasonable to assume that the information provided is similarly trustworthy."

Participants highlighted the importance of media source evaluation and selection through the interviews and the open-ended questionnaire responses. However, they found a gap in recognizing diverse media sources in the midst of digital and media growth. They are only concerned with using social media as the primary available media source. Furthermore, the participants admitted that they lacked confidence in their skills and knowledge when selecting credible media sources.

> *Excerpt 2*
> "Because students utilize social media daily, I mostly encourage them to use it during CML learning. But I'm sure that's not enough for information providers in this media-saturated world."

"I am not confident in my abilities to select often reputable sources because there are so many on the internet nowadays."

Interestingly, despite instructors' tendency to use social media in their CML lessons and disregard other media sources, they acknowledged the need to evaluate different sources by claiming that using solely social media as a media source is insufficient. Teachers' ignorance in using abundant media sources in today's media-saturated society stems from their doubts about their abilities to select credible and respectable media sources.

The findings lead us to conclude that in preparing for CML instruction, teachers need to consider the specific learning objective, context, pedagogical approach, and learner group in this case. Besides, they need to compare and critically evaluate the credibility and reliability of information sources; consider potential constraints to the use or re-use of digital resources; and assess the efficacy of digital resources in addressing the learning objective, competence levels, and pedagogical approach (Redecker & Punie 2017).

Media comprehension and analysis. The aspect of media comprehension and analysis illustrates how teachers still fail to address different facets of CML to advance a series of CML citizenship. They have not fostered the development of empowered and active citizens (Bergstrom, Flynn & Craig 2018) by promoting critical awareness through media comprehension and analysis approaches (Bhatt & MacKenzie 2019) and engaging students as active participants in critical thinking about media and technology (Hobbs 2011; Kellner & Share 2005). As a result, as evidenced by the instructors' responses in Excerpt 3, there is a critical element missing in the aspect of media comprehension and analysis.

Excerpt 3

"I usually ask them to understand what they read and then ask them to answer questions about the text they read. However, I'm unsure if such exercise is sufficient for their CML learning."

"Yes, I did not engage my students in critical discussions and reflections on their roles as community members."

Media production and distribution

Surprisingly, most teachers recognized that critical media literacy includes the capacity to read, analyze, and interpret information presented through media platforms.

Excerpt 4

"It is the ability to read, comprehend, analyze, and understand the information presented in media platform."

"Media that is used to access the information critically."

"Based on its purpose, critical media literacy seeks to evaluate and comprehend the power structures that create media representations, as well as how audiences attempt to generate meaning through dominant, opposition, and negotiated media interpretations."

"I think it is how we process information from media."

The teachers see CML as receptive skills. They see it as information processing and the capacity to distinguish between factual and fake news. This finding differed slightly from the definitions of CML proposed by de Castell and Luke (1987) and Gourlay, Hamilton and Lea (2014). According to them, CML includes the ability to read and write and to make literal sense of the text and become compelling users in a world of media-saturated people. Teachers have not yet viewed CML as a medium for democratic learning (Carlsson 2019; Forsman 2019; Kellner & Share 2019).

Furthermore, the study's findings also indicate the absence of teachers' knowledge on viewing CML as a process to develop credible news to represent citizens' active engagement. Again, it somewhat contrasted with AlNajjar's (2019) explanation, which stated that CML is designed to assist students in transitioning from reactive to proactive media users. Interestingly, in

the absence of their media production and distribution knowledge, teachers exhibited their judgment in incorporating critical thinking into CML. CML is still seen as a set of critical and analytical abilities in information, media selection, and content interpretation.

Excerpt 5

"I think it's about finding actual and factual data and information from many sources, especially the legal/official ones."

"A capacity to be more critical and wise in getting the information."

One unanticipated finding related to this topic is that not all teachers comprehend CML, even though they recognize the significance of CML education. Teachers' absence and skepticism about their abilities in using a specific framework for assessing and evaluating the credibility of information and media sources may result in students' lack of those skills. Alternatively, teachers' ignorance of some CML components induced students' ignorance.

Excerpt 6

"I don't know much about it, yet I understand its urgency. Not only for young people but for all of us. We need to learn to be better global citizens."

"Yes, I cannot simply blame my students for falling victim to hoaxes since as their teacher, I am not confident in my own abilities to evaluate media sources."

The teachers' lack of understanding in CML, thus ignorance, confirms Kim's (2012) and Ko's (2013) research results on the absence of CML education in Asian classrooms and the low level of critical literacy understanding among students. Furthermore, the teachers' awareness of the importance of CML validates the ideas of CML education, which should be promoted and incorporated into the curriculum (Bergstrom, Flynn & Craig 2018; Gretter & Yadav 2018; Kellner & Share 2005; Thoman & Jolls 2005). Teachers' awareness of the significance of CML instruction may further lead to action, which we will address in the following section.

Additionally, this finding confirms previous studies in which CML instruction is vital to encourage students in critical thinking about media and technology (Hobbs 2011; Kellner & Share 2005) and to cultivate the emergence of empowered and engaged citizens (Bergstrom, Flynn & Craig 2018). Furthermore, the findings of the analysis on teachers' lack of some CML competencies, as seen through the epistemology of ignorance, prompted us to conduct additional investigations on how their ignorance of CML components affects them as they navigate their roles in CML teaching, particularly in the EFL context, and how teachers attempt to make sense of the implementation of CML.

TEACHERS' AWARENESS AND NAVIGATION ON CML INSTRUCTIONS

Although teachers believe that integrating CML instruction is essential in developing abilities for critical text analyses and pedagogies, similar to those outlined by Luke (2011), their EFL teaching practices, which rely on printed texts as media sources, lead to ongoing CML instruction. It appears that they are still confined in their "comfort zone," ignoring the tremendous rise of technological media. However, students' behavioral shifts in the use of information technology, as well as cases raised as a result of hoaxes, drive their progressive endeavor to transform their understanding of CML components.

Excerpt 7

"To be honest, I thought that printed texts were enough for class discussions and learning. However, my students are no longer truly engaged in printed texts. So, I believe I ought to change, even though I prefer using printed ones."

"Yes, CML teaching is critical, especially in this age of media exposure. For that reason, I adjust my instructions not only through printed materials but also through social media, for instance."

Teachers' reform in the delivery of CML instruction, on the other hand, cannot proceed without regard for the CML framework. They must compare and critically evaluate the credibility and

reliability of information sources, consider potential constraints to the use or re-use of digital resources, and evaluate the adequacy of digital resources in addressing the learning objective, competency levels, and pedagogical method (Redecker & Punie 2017).

Additionally, based on the results of the questionnaire and interview, teachers acknowledged that CML was positive for students' development as individuals in this world of massive online media. The teachers saw the need for CML instruction in an era when most people across the globe are media-saturated and media-engaged as a result of the availability and accessibility of computers and software or applications, as well as the existence of the internet (Wood 2011).

> *Excerpt 8*
>
> "Yes, absolutely. They are digital natives, they need to grow smarter if not wiser, and they can achieve that through critical media literacy education."
>
> "It's important. Through critical media literacy, students learn about social basics that they will surely need as parts of the members of the community."

A pedagogical implication of these results is that the teaching and learning of media literacy should be intended to prepare students to be empowered members of the communities (Bergstrom, Flynn & Craig 2018) who are engaged as active participants in critical thinking about media and technology (Hobbs 2011; Kellner & Share 2005, 2019). Although the framework for determining the credibility of informational media can be epistemologically subjective and ambiguous due to diverse sociocultural and knowledge backgrounds, some considerations such as para-text (Genette 1982), source, content, format, presentation, loading speed, and information quality (Rieh 2002) must be considered.

Further, in the questionnaire, the teachers also acknowledged that CML education enabled students to voice their thoughts and ideas, as was previously explained by AlNajjar (2019) and Joanou (2017). While teachers indicated the necessity of implementing CML education, they also highlighted the need for CML education to be integrated into the curriculum, not as an isolated topic but in conjunction with language studies. It is possible that they discovered the benefits of CML instruction not just for students' language acquisition but also for students' personal growth. CML education is essential to provide meaningful and contextual language teaching and to facilitate students' fostered democratic exchanges, social transformation, and engagements (Share, Mamikonyan & Lopez 2019).

CRITICAL MEDIA LITERACY TEACHING PRACTICES IN THE INDONESIAN CONTEXT

It is interesting to learn how different the teachers' instructional strategies are. While all teachers would like to believe in the importance of CML education, not only for the students but also for themselves as members of society, it is crucial to recognize that teachers are valuable if they find the materials and skills they teach beneficial. The data on CML educational practices in Indonesia is consistent with those identified in the previous studies (e.g., Kim 2012; Ko 2013; Ko & Wang 2009; Kuo 2009). The findings indicated that CML was still under-implemented and tends to be implemented as a school movement (Murdiani et al. 2021) because language teaching and learning focuses more on teaching the proper use of English structure and form of the text (Lotherington & Jenson 2011). Because CML education is not included in the curriculum, all the teacher participants admitted that they did not have CML education as an independent ability taught in the classroom. Some of them have included CML instruction in their EFL classes.

> *Excerpt 9*
>
> "I teach it implicitly in the teaching process."
>
> "I don't practically teach them media literacy, but I sometimes use social media as a platform for my teaching. In the process, I share with them some knowledge about media literacy, but only in a 'by the way' fashion."
>
> "Specifically, I do not teach critical media literacy. By using their wise consideration, I only give some insights about reading the media."

"I have to admit that I do in minimal scope in practising it, most of it just answering questions correctly."

However, other teachers teach CML more systematically as part of their language teaching. Students should have a more engaging and meaningful learning experience due to these clear and well-organized instructional activities, which will help them prepare for any relevant challenges in other situations in life.

Excerpt 10

"Based on my experience teaching news text, I invited students to analyze media sources and websites that may provide misleading information, and they did it admirably."

"I always ask students to do online research when I teach analytical exposition, hortatory exposition, banner, phone reservations, and other topics. I want to ensure that their decision on anything they present is based on the finding and peer discussion."

"When I taught news item text, I picked news of a plane crash incident. I encouraged students to analyze the text by giving questions in general regarding the transportation incidents in Indonesia, and they showed their opinions in such a way that I was amazed by their point of view in seeing the such case."

Students will be more aware of how media works and is used to develop society if they are taught skills, including assessing specific information and the source and how it is formed, structured, and utilized to generate particular messages (DeNardis & Hackl 2015). Furthermore, students' engagement in various CML learning activities is needed to enhance their analytical thinking ability and empower them to use media and technology to promote democratic interactions, social transformation, and engagements (Share, Mamikonyan & Lopez 2019). Similarly, in CML teaching approaches, some teachers encourage students to be mindful of the materials or messages they broadcast on various social platforms.

Excerpt 11

"Once, I told my students how our posts will last forever and be our identity forever, even if we have deleted them. That's why we must be careful in posting, commenting, and responding to other people's posts. We have to read it carefully, think about it, and then ask questions: do I need to respond? What are the good and the bad? It's important to give us some time to think wisely."

It is just as vital for students to critically assess their own writing and ready-to-post media as it is for them to analyze the acquired materials or media sources. Students with critical awareness and thinking abilities (Forsman 2019; Kellner & Share 2019) can distinguish factual news from false news and comprehensively understand the detailed information available. Therefore, they will be able to generate trustworthy media on their own.

OPPORTUNITIES AND CHALLENGES IN CRITICAL MEDIA LITERACY TEACHING PRACTICES

The current study's findings on opportunities in critical media literacy teaching practices reveal that, while teaching CML, teachers also learn to be more literate, analytical, and critical. They know how to generate a literal sense of the text (de Castell & Luke 1987) and access multiple types of technology.

Excerpt 12

"Personally, I became more literate. However, because I do not follow my students' social media accounts, I have yet to witness the impact on my students' real-world media use."

"To be honest, I learn more from my students than they do from me when it comes to critical media literacy learning. They show me their world, which is, in some respects, alien to me. I'm learning a whole new set of skills."

"I also develop my critical thinking skills and gain new perspectives from my students. I can also perceive my students in ways that are very different from how they generally seem in everyday life."

These findings confirm that because smartphones and other electronic media significantly influence students' lives in various ways, teachers' roles in CML education are transformed into those of learning partners. Furthermore, because CML is multidisciplinary (Ptaszek 2019), teachers have many opportunities to combine multiple subject areas into CML instruction and accommodate students' diverse learning topics of interest.

Excerpt 13

"Critical media literacy education meets the needs of students in becoming savvy media consumers, information managers, and responsible creators of their ideas via the use of advanced multimedia technologies from a global media culture. Critical media literacy education also allows for integrating all subject areas and developing a common vocabulary applicable across all disciplines."

"I have fewer disputes with students since they can obtain knowledge independently according to their interest."

The teachers could also better understand their students and enable them to directly learn theory from practice through CML education (Joanou 2017), which is incredibly beneficial for training them as members of society (DeNardis & Hackl 2015). The teachers acknowledged this by stating that they learned a lot about how students deal with problems, handle diverse information, and respect their opinions, which helped them teach some real-life experiences.

On the other side, the teachers encountered several obstacles while teaching CML. The biggest issue that most teachers confront is students' lack of control in publishing certain information and messages on social media since they do not feel that what they post will cause any harm. Other teachers remarked that owing to the generation gap, they had difficulties gaining effective resources that might be utilized in CML teaching. The students are from the Z generation, while the teachers are from the baby boomer generation. Other issues include students' poor motivation to learn, little interest in reading, lack of technology resources, and other technical glitches. As a result, more preparation and ongoing reflection are required in the future regarding critical literacy teaching approaches to execute CML education better.

CONCLUSIONS AND IMPLICATIONS

The study has investigated teachers' perspectives on CML instruction from the epistemology of ignorance and the need to build a standard CML paradigm for EFL students. Three interwoven components of teachers' ignorant epistemology developed during the investigation: media access and source selection, media understanding and analysis, and media production and distribution. Teachers exhibited skepticism about their capacity to evaluate and select credible sources in media access and source selection.

Furthermore, they displayed an inadequate ability to utilize multiple media sources in CML learning, with most of their effort devoted to social media as media sources. The teachers also demonstrated insufficient ability to address CML's new features to advance a series of CML citizenship. They provided CML instruction for reading comprehension learning. Meanwhile, in media production and dissemination, teachers displayed their ignorance of the need for productive skills in CML education. Regrettably, teachers' ignorance of some CML components induced students' ignorance.

While CML is not required in the curriculum, teachers practically incorporate CML training into language education. Even though CML instruction was primarily provided as reading comprehension learning, there is already a favorable indicator of teachers' initiative in teaching CML. Notwithstanding the inadequacies in teachers' competence of CML components, teachers eventually traverse their CML teaching practices. However, teachers need to enhance their CML awareness, in addition to media comprehension and knowledge, there is a need to teach students other critical components of CML, such as media access and source selection, as well as media production and distribution. Therefore, teachers can help students more in their CML

learning and raise their awareness of critically selecting sources, analyzing information, and comprehending and producing credible information.

The results of this study also validated various opportunities and drawbacks that teachers encountered while teaching CML. Teachers could not only prepare students for real-life situations by mixing theory and practice, but they could also study alongside students to increase critical, analytical, and technical skills. Consequently, in CML education, teachers should position themselves as learning partners for their students. Teachers also faced several challenges while teaching CML. They stated that they have difficulties controlling students' posts in their media platforms and accessed resources, handling students' low motivation in learning and little interest in reading. Teachers were also concerned with their lack of technology resources and other technical glitches. Hence, to successfully deploy critical media literacy education, further preparation and ongoing reflection on critical literacy teaching approaches are required in the future.

In short, several factors limit the generalization of the findings of this research. This research, for example, was entirely contextual, concentrating on restricted participants. As a result, the study's findings cannot be generalized since people may interpret teachers' perceptions of CML instruction differently in various circumstances. Despite these limitations, the study reveals that CML is crucial to adopt, and teachers should serve as role models for encouraging CML learning. Finally, more studies concentrating on CML teaching techniques are envisioned to be beneficial.

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The authors have no competing interests to declare.

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