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RESEARCH ARTICLE

NAVIGATING THE 21ST CENTURY: CRITICAL THINKING AND DIGITAL LITERACY IN INDONESIAN EFL TEXTBOOKS

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Abstract: This study examines critical thinking skills and digital literacy in two Indonesian EFL textbooks: *English for Nusantara* and *Bright an English*. Using a qualitative descriptive content analysis framed by the SOLO Taxonomy and Pegrum et al.'s digital literacy domains, the research evaluated cognitive levels and pedagogical implications for critical reading. Findings indicated that *English for Nusantara* heavily concentrated Higher-Order Thinking Skills (HOTS) in productive skills (writing ≈93%, speaking ≈83%) while maintaining Lower-Order Thinking Skills (LOTS) in receptive tasks. It demonstrated a strong, explicit approach to multimodal and critical/extended abstract literacy. Similarly, *Bright an English* favored HOTS in productive skills but remained dominated by LOTS in listening (≈9% HOTS). While both books supported digital literacy, *English for Nusantara* showed greater alignment with extended abstract levels. The study recommends a pedagogical shift toward "text-to-context" bridging and increased HOTS integration in receptive skills to ensure balanced cognitive development in EFL classrooms.

Keywords: Critical Thinking Skills; Digital Literacy; Content Analysis

MENAVIGASI ABAD KE-21: KETERAMPILAN BERPIKIR KRITIS DAN LITERASI DIGITAL DALAM BUKU TEKS EFL DI INDONESIA

Abstrak: Penelitian ini mengkaji keterampilan berpikir kritis dan literasi digital dalam dua buku teks EFL di Indonesia: *English for Nusantara* dan *Bright an English*. Menggunakan analisis isi deskriptif kualitatif dengan kerangka Taksonomi SOLO dan domain literasi digital dari Pegrum dkk., penelitian ini mengevaluasi tingkat kognitif dan implikasi pedagogisnya terhadap membaca kritis. Temuan menunjukkan bahwa buku *English for Nusantara* sangat memusatkan Keterampilan Berpikir Tingkat Tinggi (HOTS) pada keterampilan produktif (menulis ≈93%, berbicara ≈83%) sambil tetap mempertahankan Keterampilan Berpikir Tingkat Rendah (LOTS) pada tugas reseptif. Buku ini menunjukkan pendekatan yang kuat dan eksplisit terhadap literasi multimodal serta literasi kritis/abstrak diperluas. Sebaliknya, *Bright an English* juga mengutamakan HOTS pada keterampilan produktif, namun tetap didominasi oleh LOTS

pada keterampilan menyimak (≈9% HOTS). Meskipun kedua buku mendukung literasi digital, *English for Nusantara* menunjukkan keselarasan yang lebih besar dengan tingkat abstrak diperluas. Penelitian ini merekomendasikan pergeseran pedagogis menuju jembatan "teks-ke-konteks" dan peningkatan integrasi HOTS dalam keterampilan reseptif untuk memastikan perkembangan kognitif yang seimbang di kelas EFL.

Kata kunci: Keterampilan Berpikir Kritis; Literasi Digital; Analisis Konten

INTRODUCTION

Today's world moves fast, shaped by growing connections between nations and constant changes in technology. Across borders, one tongue stands out: English. It dominates how people share ideas in research, trade, commerce, not only inside classrooms. Evidence shows mastery opens doors to knowledge networks, jobs worldwide (Crystal, 2003; Graddol, 1997). Where inventions emerge or treaties form, speakers rely on it to exchange views clearly. Without shared speech, collaboration weakens. This reality places weight on teaching methods outside native speaking regions. Learning environments must prepare individuals to operate confidently amid complexity.

Learning works best when materials meet clear standards, among which the textbook holds steady importance for those who teach and those who study. Structured content appears in these books, combining elements like grammar, words, culture, and communication, all arranged with purpose (Cunningsworth, 1995; McGrath, 2013). Rather than just guiding lessons or offering comfort to instructors, such materials shape how teaching unfolds on a daily basis, mirroring current educational thinking and techniques.

Yet not merely about mastering fundamentals, today's EFL coursebooks ought to nurture original thought alongside self-reliance. Especially within the scope of the "Independent Curriculum" (Kurikulum Merdeka), demands shift toward skills like analysis, innovation, interaction, teamwork, often grouped as the "4Cs" (Yassin & Bashir, 2024). Where shallow understanding once sufficed, deeper cognitive engagement now becomes essential. One way to assess such depth lies in applying SOLO (Structure of Observed Learning Outcomes) Taxonomy, examining whether activities move learners beyond simple recall into interconnected ideas or broader conceptual application. Tasks reaching relational or abstract stages signal alignment with competencies needed in current educational landscapes.

Alongside growth in thinking skills, using digital tools has turned into a key driver for hands-on, situation-based education. As part of Indonesia's school system, knowing how to navigate digital environments stands as a core requirement, shaping a well-rounded graduate ready for life amid advancing tech. With online materials, teachers gain chances to deepen understanding, still, how deeply such elements are woven into regular English lessons needs careful scholarly review.

Set against current educational trends, this work examines how advanced thinking abilities and digital awareness appear in two common English language textbooks used across Indonesia. With focus on structure, the analysis applies SOLO Taxonomy to measure levels of thought engagement while using Pegrum's model to inspect inclusion of digital competencies. From another angle, insights drawn may influence teaching methods aimed at strengthening learners' ability to critically interpret texts in foreign language settings. Though separate in design, each method contributes toward understanding instructional priorities embedded in material layout. Where cognition meets technology, patterns emerge that reflect broader learning goals shaped by curriculum choices. Ultimately, what appears in pages can shape how minds engage with modern information environments.

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Previous scholarship has examined these textbooks from various perspectives. For instance, Fakhrillah (2025) utilized the revised Bloom's Taxonomy to evaluate *English for Nusantara*, while Lestari (2024) applied Cunningsworth's evaluative criteria to *Bright an English*. Despite these contributions, many EFL textbooks still exhibit a deficiency in integrating 21st-century skills, particularly Higher-Order Thinking Skills (HOTS) and digital literacy. Preliminary observations suggest that materials often prioritize Lower-Order Thinking Skills (LOTS) through rote exercises, providing insufficient scaffolding for critical digital engagement.

Furthermore, there is a noticeable disparity in cognitive load and a lack of systematic focus on digital sub-skills, such as media literacy and ethics. This issue is compounded by a paucity of comparative research analyzing how mainstream publications like *English for Nusantara* and *Bright an English* align with frameworks such as the SOLO Taxonomy. A rigorous side-by-side analysis is essential to identify which materials better serve the dual goals of cognitive challenge and digital readiness. By comparing these two textbooks, this study highlights potential disparities in student progression from basic comprehension to critical evaluation, ensuring classroom resources truly align with modern educational standards. To address these concerns and bridge the identified gap, this research seeks to answer the following questions: a) How are critical thinking skills and digital literacy presented in English textbook *English for Nusantara*?, b) How are critical thinking skills and digital literacy presented in English textbook *Bright an English*? and c) What are the pedagogical implications of the identified level of critical thinking skills and digital literacy integration in the *English for Nusantara* and *Bright an English* textbooks on the development and instruction of students' critical reading skills in the EFL classroom?

According to research questions above, the objectives of the research are; to describe critical thinking skills and digital literacy presented in English textbook *English for Nusantara* and *Bright an English*. Furthermore, this research aims to describe the pedagogical implications of the identified level of critical thinking skills and digital literacy integration in the *English for Nusantara* and *Bright an English* textbooks on the development and instruction of students' critical reading skills in the EFL classroom. By analyzing both EFL textbooks, the research will contribute to the improvement of English teaching and learning in Indonesia by providing valuable insight into the effectiveness of English textbooks *English for Nusantara* and *Bright an English* for grade VII junior high school students.

RESEARCH METHOD

This work used a qualitative descriptive design to examine content found in two grade-seven English as Foreign Language books: *English for Nusantara* (Damayanti et al., 2022) alongside *Bright an English* (Nur Zaida). Conducted from September through December 2025, the inquiry took place within the postgraduate section of Indraprasta PGRI University's library. Through careful scrutiny, attention turns toward how teaching content aligns with aims set by Indonesia's Kurikulum Merdeka, particularly regarding inclusion of Critical Thinking Skills (CTS), along with Digital Literacy (DL). With such analysis comes opportunity to uncover layers beneath surface features like written passages, visuals, tasks revealing relevance for students navigating modern learning landscapes.

From textbooks serving as core materials, information gathering proceeded by way of organized document review. These approaches moved step by step, guided by predefined procedures:

1. What stands out first is how CTS and DL appear across written passages, conversations, and images. Through these materials, specific features begin to take shape slowly. One way forward involves noticing patterns where theory meets practice. At times, emphasis shifts toward structure; at others, toward interaction. Clarity emerges when attention fixes on recurring themes. Where meaning forms often links back to context. Each example offers a different angle, never quite repeating the last.

2. Repeated review of course materials formed the core method. Through several passes, instructional elements received full attention. Each cycle uncovered further depth within teaching approaches. Attention stayed fixed on absorbing every aspect thoroughly. Details emerged only after sustained examination took place.
3. From repeated elements emerges a view of steady teaching methods. Across classrooms, similarities appear through recurring actions. Themes surface when instruction is examined closely. Observation reveals what stays unchanged over time. What repeats most often becomes clear with careful review.
4. Upon review, patterns within the collected information align with intended study goals. Meaning emerges when outcomes are viewed through original purpose. Interpretation follows where evidence meets inquiry's aim. What was seen gains relevance alongside initial questions. Insights form not from isolated facts, but context shaping observation. Understanding grows once connections appear between findings and intent.
5. When repetition appears in data, gathering stops. New teaching methods cease to surface after a certain point. At that stage, further input adds no value. Patterns repeat without variation beyond this threshold. Collection ends once consistency fully settles.
6. Following initial analysis, consultation occurs with scholarly mentors - this step reduces slant while widening insight. Input from experienced reviewers enters early, shaping direction without distortion. Perspectives shift when feedback integrates, avoiding narrow conclusions. Oversight of method ensures transparency across stages. Reflection comes after each phase, refining approach quietly.

For assessing mental effort, the research applies SOLO taxonomy, a system that sorts thinking into five stages. Starting shallow and growing deeper, these phases go prestructural, then unistructural, followed by multistructural, relational, ending at extended abstract. Through this framework, one sees how learners move beyond basic recall toward forming predictions. Insight emerges when connections form across unfamiliar situations. Understanding shifts from fragmented bits to woven ideas under such analysis.

Table 1
The SOLO (Structure of Observe Learning Outcomes) Taxonomy

Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Fall	Identify	Combine	Analyze	Create
Incompetence	Name	Describe	Apply	Formulate
Misses Point	Follow simple procedure	Enumerate	Argue	Generate
		Perform serial skills	Compare/contrast	Hypothesis
		List	Criticize	Reflect
			Explain causes	Theorize
			Relate	
			Justify	

Source: Adapted from https://www.johnbiggs.com.au/academic/solo_taxonomy

Alongside thinking skills, the study measures digital abilities through an updated version of Pegrum's approach from 2018. Rather than centering only on tool-based knowledge, it organizes key

digital strengths into four areas: sharing messages, handling data, working together, reshaping content. Because of this structure, the review captures how effectively schoolbooks support learners engaging with diverse, tech-rich environments.

Table 2
Revise Framework of Digital Literacies (Pegrum)

Communication	Information	Collaboration	Re-design
Print literacy Texting literacy Predictive literacy			
Hypertext literacy Miltimodal literacy	Tagging literacy Hashtag literacy Search literacy Information literacy *Data literacy* *Filtering literacy*	Personal literacy Security literacy Network literacy Participatory literacy	
Gaming literacy Gamification literacy Spatial literacy Mobile literacy		Intercultural literacy	
Code literacy Technological literacy Robotic literacy		Ethical literacy	Critical literacy Critical digital literacy Critical mobile literacy Critical material literacy Critical philosophical literacy Critical academic literacy Remix literacy

Source: Basic principles of curriculum and instruction

Following the approach of Miles and Huberman (1984), examination of information begins with sorting material, followed by labeling themes, then making sense of patterns. Presentation of outcomes takes a storytelling form, showing pathways through which essential skills and technology-based concepts reach students. Verification relies on cross-checking evidence drawn from various records, academic texts, alongside sustained attention to detail across settings. Accuracy of results emerges from repeated scrutiny, confirming alignment between textbook content and expectations tied to the "4Cs," along with benchmarks outlined in the 8 Dimensional Graduate Profile.

RESULTS AND DISCUSSION

1. Critical Thinking Represented in *English for Nusantara* Textbook

After doing the analysis, the researcher found that the pedagogical structure of the *English for Nusantara* textbook reveals a significant quantitative focus on receptive skills, specifically reading and listening. These sections are heavily saturated with tasks that target the unistructural and multistructural levels of the SOLO Taxonomy. By prioritizing the recall of isolated facts and

the collection of disconnected details, the textbook establishes a strong foundation for surface learning but often fails to bridge the gap toward deeper, qualitative synthesis.

In the listening domain, the study highlights a "relational gap," where nearly all instructions and questions remain confined to LOTS. While students are trained to identify specific information like names or dates, they are rarely challenged to analyze the speaker's intent or the logical connections within a dialogue. This approach limits students to becoming proficient "fact-collectors" rather than critical listeners capable of evaluating context and nuance.

Conversely, the speaking section represents the textbook's most successful shift toward Higher Order Thinking Skills (HOTS). With over 80% of instructions reaching the relational or extended abstract levels, speaking tasks require students to integrate grammar, vocabulary, and social context into coherent communication. Some tasks even push students into the extended abstract domain by requiring them to apply classroom concepts to real world, authentic scenarios outside the school environment.

The writing component, however, presents a structural paradox. While the writing instructions are highly ambitious and focus on relational integration such as composing functional procedure texts, the assessment questions remain stuck at the unistructural level. This creates a "breach of constructive alignment," where students are taught to synthesize complex information but are only tested on their ability to recall single, isolated details.

Reading remains the most dominant skill area in the curriculum, yet it serves primarily as a tool for factual acquisition. Despite its high volume, the reading section rarely challenges students at the extended abstract level, capping their intellectual development at basic comprehension. While a few relational questions encourage analysis, the sheer weight of multistructural tasks reinforces a curriculum that prizes quantitative knowledge over qualitative understanding.

In conclusion, while *English for Nusantara* successfully builds a factual foundation, it exhibits a clear imbalance between its productive instructions and its assessment structures. To truly foster critical thinking, the textbook would need to align its testing methods with its ambitious speaking and writing goals. Currently, the dominance of LOTS in assessments may implicitly discourage students from engaging in the deep, integrative thinking required for advanced academic and real world success.

Tabel 3
Cognitive Level Distribution by Language Skill in *English for Nusantara* Textbook

Language Skill	Category	LOTS (Surface Learning)	HOTS (Deep Learning)
Listening	Instructions	100%	0%
	Questions	92%	8%
Speaking	Instructions	17%	83%
Reading	Instructions	90%	10%
	Questions	81%	19%
Writing	*Instructions*	7%	93%
	Questions	100%	0%

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2. Digital Literacy Represented in *English for Nusantara* Textbook

The *English for Nusantara* textbook strategically integrates the Digital Literacies Framework (Pegrum et al., 2018) by embedding digital-age skills within language tasks rather than teaching technology in isolation. This approach moves beyond basic technical competence, focusing instead on the cognitive and critical aspects of interacting with information in the modern world.

First, the textbook fosters Communication Literacy by transitioning students from foundational print literacy to more modern, digital forms of expression. While building coherence through linear text, it also addresses "texting literacy" through concise, contextually aware dialogues. Most notably, it emphasizes Multimodal Literacy by requiring students to analyze and produce content that combines text, images, and visual design, which is essential for consuming or creating modern digital infographics and videos.

Second, Information Literacy is explicitly cultivated through tasks that mandate external research. Students are required to develop "search literacy" by formulating queries to find facts online and "filtering literacy" by selecting relevant details from large data sets, such as schedules or recipes. Although evaluating source reliability is often implicit, the process of choosing the best information for presentations serves as a practical exercise in assessing the quality and usefulness of digital data.

Third, the curriculum bridges social interaction and digital presence through Collaboration Literacy. By discussing personal hobbies and daily lives, students build a foundation for "personal literacy," learning to manage their digital identity. This is supported by "participatory literacy" through group projects and content creation, mimicking the collaborative nature of co-authoring digital documents or participating in online forums.

Finally, the textbook targets Higher Order Literacies through critical thinking and creative synthesis. Students engage in "critical digital literacy" by discussing digital safety and online learning contexts, particularly in Chapter 4. Furthermore, "remix literacy" is integrated into final projects where students must repurpose gathered information, language, and visuals to create novel artifacts like posters, demonstrating a sophisticated ability to synthesize and transform knowledge.

3. Critical Thinking Represented in *Bright an English* Textbook

The *Bright an English* textbook demonstrates a clear divide in cognitive demand between its receptive and productive skills. While the curriculum aligns with the Merdeka Curriculum and generally meets quality standards, the SOLO Taxonomy analysis reveals a "structural imbalance." Receptive skills, particularly listening, are heavily weighted toward surface learning, whereas productive skills like speaking and writing are used as the primary vehicles for Higher-Order Thinking Skills (HOTS).

In the listening domain, the textbook shows a significant deficiency in critical engagement. Activities are almost exclusively multistructural, focusing on isolated facts and basic True/False comprehension. Between Chapters 1 and 8, there is a total absence of "critical listening" tasks, meaning students are rarely asked to evaluate a speaker's purpose or synthesize information. This creates a pedagogical gap where listening is treated as a passive recall exercise rather than an analytical skill.

Conversely, the speaking activities offer a much more progressive and balanced approach. The textbook moves students from foundational relational tasks, like role plays, to extended abstract tasks found in "Let's Create" sections and "Mini Projects." These high-level tasks require students to generalize their knowledge to new contexts, such as

interviewing classmates or presenting their city's culture. However, this integration is inconsistent, as some chapters lack high level speaking tasks entirely.

The reading section serves as a strong baseline for relational thinking from the very first chapter. Unlike listening, reading tasks immediately require students to connect multiple pieces of textual information to understand the internal logic of a story. Strategic "Critical Thinking Tasks" even push students into the extended abstract realm by asking them to create original narrative endings, effectively fostering creative synthesis alongside comprehension.

The writing curriculum is characterized by a "tension between quality and quantity." While it has the lowest frequency of tasks overall, the activities provided are qualitatively strong and mostly relational. Students engage in complex tasks like drafting tourist leaflets, journals, and formal reports. However, the sparsity of these tasks and their complete absence in Chapter 2, suggests that students may not receive enough sustained practice to internalize these advanced organizational skills.

In summary, *Bright an English* is a functional and communicative tool that excels at promoting digital and multimodal literacy. However, its effectiveness is hindered by the uneven distribution of cognitive depth. To provide a holistic learning experience, the textbook would need to increase the complexity of its listening tasks and provide more consistent, frequent opportunities for high-level writing practice across all chapters.

Tabel 4
Cognitive Level Distribution in *Bright an English* Textbook

Language Skill	Category	LOTS (Surface Learning)	HOTS (Deep Learning)
Listening	Activities	91%	9%
Speaking	Activities	25%	75%
Reading	Activities	69%	31%
Writing	Activities	55%	45%

4. Digital Literacy Represented in *Bright an English* Textbook

The *Bright an English* textbook strategically incorporates digital literacy into its curriculum by blending foundational access with higher order engagement, aligning with the requirements of the *Kurikulum Merdeka*. In the foundational domain, it establishes a functional link between print and digital media. Most notably, the mandatory use of QR codes to access audio resources serves as a direct entry point to digital tools, while tasks requiring external research help students develop implicit search and filtering skills.

The textbook's methodology promotes collaboration literacy through pair work and mini-projects that mirror real-world digital teamwork. These tasks often necessitate the use of chat applications and collaborative document editors, fostering "Gotong Royong" (collaboration) in a digital context. Additionally, activities focused on personal reflection and self-introduction help students build a foundation for managing their digital presence and identity.

Higher-level skills, such as critical literacy and remix literacy, are integrated through Higher-Order Thinking Skills (HOTS) and final presentations. Students are trained to analyze and evaluate information via AKM-type questions, which are essential for navigating digital content critically. The "remix" aspect is realized when students synthesize

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language, researched facts, and media to create original, multimodal products like posters or presentations.

When compared to *English for Nusantara*, *Bright an English* excels in teaching skills *using* digital features and functional mechanisms. However, it is noted that *English for Nusantara* provides a stronger conceptual focus on digital citizenship by explicitly addressing digital safety and societal themes. Despite these different approaches, both textbooks successfully provide a comprehensive foundation for digital literacy through the integration of the six mandatory language skills.

The text outlines a significant shift in EFL (English as a Foreign Language) pedagogy, moving from basic language acquisition toward fostering critical thinking and digital literacy. By aligning instruction with the "extended abstract" level of the SOLO Taxonomy, teachers are encouraged to move beyond literal comprehension. Instead, they must guide students to analyze the underlying structures and purposes of texts. This is achieved through two complementary approaches: methodological training, which teaches students to systematically evaluate evidence and bias, and conceptual critique, which connects reading passages to broader social and ethical frameworks.

Consequently, this evolution in teaching necessitates a transformation in both assessment and classroom scope. Traditional multiple choice questions focused on recall are being replaced by open-ended assessments that require students to synthesize information and justify abstract critiques using textual evidence. This "text-to-context" method ensures that reading is no longer an isolated exercise but a springboard for discussing real-world issues. By demanding that students justify their reasoning, educators move from testing what a student remembers to evaluating how they think.

Furthermore, the integration of digital literacy expands the classroom into a dynamic, multimodal environment. Teachers must now provide explicit training in visual and aural literacy, helping students interpret infographics, videos, and tone. Students are tasked with navigating the digital sphere by filtering information, assessing source credibility, and understanding the ethical implications of online content. Ultimately, these pedagogical shifts prepare students to be more than just fluent speakers; they become discerning digital citizens capable of navigating a complex, information-rich world.

5. The Pedagogical Implications on the Students' Critical Reading Skills in the EFL Classroom

The integration of Higher-Order Thinking Skills (HOTS) and the SOLO Taxonomy in EFL textbooks marks a significant shift from basic language acquisition to using English as a tool for critical thinking. Teachers are now mandated to move beyond literal comprehension, focusing instead on the underlying structures and purposes of a text. This cognitive shift also requires a transformation in assessment, moving away from simple recall questions toward open-ended evaluations that require students to synthesize information and justify their abstract critiques using textual evidence.

Two distinct instructional methods facilitate this development: Methodological Training and Conceptual Critique. In the *Bright* series, the focus is on explicit training in reading strategies, such as identifying author bias and comparing evidence. Conversely, *English for Nusantara* employs "contextual bridging," where even simple texts are linked to broader social and ethical frameworks. While the former trains students to analyze arguments systematically, the latter encourages them to "read between the lines" to understand a text's social relevance and ethical context.

Furthermore, the inclusion of digital literacy transforms the classroom into a dynamic environment that requires mastery of multimodal and ethical reading. Students must be trained to interpret visual rhetoric and audio cues while effectively filtering digital information for credibility and authority. By adopting a "text-to-context" approach, teachers help students navigate complex digital landscapes, ensuring they evolve from passive learners into responsible digital citizens who can critically evaluate misinformation and bias in a globalized world

CONCLUSIONS

The comparative analysis of *English for Nusantara* and *Bright an English* reveals a significant "constructive misalignment" between receptive and productive skills regarding Higher-Order Thinking Skills (HOTS). While both textbooks excel in promoting HOTS within speaking and writing, reaching up to 93% in certain sections, receptive skills like listening and reading remain heavily dominated by Lower-Order Thinking Skills (LOTS). Furthermore, both books integrate digital literacy through the Pegrum et al. framework, with *English for Nusantara* focusing on conceptual themes like digital safety and *Bright an English* emphasizing functional, multimodal projects via QR codes and ICT-linked tasks.

To bridge this cognitive gap, the study implies that educators must move beyond literal comprehension. Teachers are encouraged to supplement existing materials with "relational" and "extended abstract" tasks that require students to synthesize information or apply text principles to real world contexts. This involves a methodological shift toward critical strategies, such as identifying author bias and comparing textbook claims with authentic digital sources, effectively transitioning from "what the text says" to "how and why it was written."

For textbook development, publishers should enforce a higher minimum threshold for HOTS-based questions in reading sections to ensure consistency across all language skills. Suggestions include embedding digital scaffolding, such as QR codes that lead to live, authentic texts, and ensuring that the cognitive demands of instructional tasks are mirrored by their corresponding assessments. This would help remedy the current imbalance where reading instructions often fail to challenge students' analytical capabilities.

Finally, practitioners should collaboratively develop HOTS question banks and implement "text-to-context" strategies that link classroom topics to broader ethical or digital issues. Future research should transition from content analysis to investigating how teachers actually implement these critical tasks in the classroom. Quantitatively measuring the impact of different digital literacy models on student performance across various SOLO levels would further validate these findings and provide a roadmap for more effective EFL curriculum design.

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