Critical Literacy Skills: The 21st Century Skills for Language Educators in Nigeria

Apata Stella Bolanle
Department of Arts Education, Adekunle Ajasin University, Akungba Akoko

Abstract

This paper explores the importance of critical literacy skills for language educators in Nigeria in the 21st century. Critical literacy being the ability to analyze and evaluate texts, identify underlying messages and assumptions, and consider the social, cultural, and historical context in which the text was produced, has become very important in language education. Language educators must create a classroom environment that fosters the development of critical literacy skills through the application of the critical literacy pedagogy. This involves encouraging students to participate in dialogue, to question, to reflect, to share their experiences, and to challenge each other's perspectives using their critical literacy skills. By doing so, educators can help their students develop a deeper understanding of different cultures, histories, and perspectives. Furthermore, digital literacy skills should be incorporated into language education. This includes the ability to evaluate the credibility of online sources, to communicate effectively in digital environments, and to use digital tools to create and share their own content. As technology continues to transform the way we communicate, it is essential that students develop the necessary digital literacy skills to navigate the complex digital landscape.. By developing these skills, students will be better equipped to engage with the world around them, to understand different perspectives, and to communicate effectively in diverse contexts. It is the responsibility of language educators in Nigeria to foster the development of critical literacy skills, and in doing so, contribute to the creation of a more informed, engaged, and democratic society.

Keywords: Critical literacy skills, Language education, Critical thinking, Critical reading, critical literacy pedagogy

Introduction

In the 21st century, critical literacy skills are crucial for success in education, work, and daily life. Language educators have a crucial role to play in developing these skills, as language and literacy are essential for effective communication and critical thinking. The 21st century has brought about an unprecedented level of globalization, communication, and technological advancement. With these changes come new challenges that require new skills to thrive in this rapidly changing world. Critical literacy skills are one of such skill set that has become increasingly important in the 21st century.

Critical literacy skills are the abilities to analyze, evaluate, and interpret texts and media critically. These skills go beyond surface-level understanding and encourage individuals to examine the underlying messages, ideologies, and power structures within texts. Critical literacy skills allow individuals to question and challenge the dominant narratives and to identify the hidden biases within them. They also empower individuals to make informed decisions, take responsible actions, and effect positive social change.

Critical literacy skills are crucial in the 21st century for language educators to prepare their students for active and engaged citizenship. As the world becomes increasingly interconnected, students need to develop the ability to think critically about the information they encounter and to communicate effectively in diverse contexts. This study opines that critical literacy skills should be a central component of language education in Nigeria and provides an overview of the key concepts and approaches in this area.

One key aspect of critical literacy is the ability to analyze and evaluate texts in a variety of forms. According to Oluwagbemiga and Abidemi (2021), critical literacy is "the ability to read and write in a way that enables individuals to analyze, question, and challenge the social, cultural, and political assumptions and power relations that are embedded in written and spoken language" (p. 9).

This involves not only understanding the literal meaning of texts but also being able to identify underlying messages and assumptions, and to consider the social, cultural, and historical context in which the text was produced.

Another important aspect of critical literacy is the ability to engage in meaningful dialogue with others. Adegoke and Adeyemi (2021) argue that "language educators must facilitate a learning environment where students are encouraged to participate in dialogue, to question, to reflect, to share their experiences, and to challenge each other's perspectives" (p. 47). This involves creating a safe and inclusive classroom environment where students feel comfortable expressing their opinions and engaging in respectful debate.

In addition to these skills, language educators also need to be aware of the digital literacy skills that are increasingly important in the 21st century. According to Akinola and Ogunkola (2021), "language educators need to equip their students with the skills to navigate the complex digital landscape, including the ability to evaluate the credibility of online sources, to communicate effectively in digital environments, and to use digital tools to create and share their own content" (p. 34).

Overall, critical literacy skills are essential for language educators in Nigeria to prepare their students for the challenges and opportunities of the 21st century. By developing these skills, students will be better equipped to engage with the world around them, to understand different perspectives, and to communicate effectively in diverse contexts. As Adegoke and Adeyemi (2021) state, "language educators have a critical role to play in fostering the development of critical literacy skills in their students, and in doing so, contributing to the creation of a more informed, engaged, and democratic society" (p. 50).

Critical Literacy: Towards a Definition

When the term “critical l,iteracy” is mentioned, the most prominent scholar that comes to mind is Paulo Freire, who gave one of the most significant mottos of critical literacy; “Read the word, read the world” (Freire, 1970). This quotation has become a motto of critical literacy because it represents the main principle upon which critical literacy relies and portrays. The text has the power to shape the world through its representation and interpretation. This is because the language is not only for people to communicate and trade knowledge, but it is also a way for a community to power and empower hidden norms based on their ideologies and identities (Liu, 2017). Therefore, critical literacy rests on the assumption that every kind of text has a power dynamic and the author as well as the text takes some kind of position when it comes to issues of discourse.

Kristi (2020), citing Allan Luke (2012), described critical literacy to be of the opinion and standpoint that based on the “Poststructuralist theory” that there is no validity of any definite interpretation or truth from a given text. In the same vein, Kristi (2020), citing Winograd (2016), affirmed the assumption that all texts are biased and subjective to the ideological perspective of the writer. This implies that there are no neutral texts. All texts show and carry the opinion of their writers. Simply put, all texts are a reflection of their writers thoughts and biases. Therefore, each reader or would-be readers must as a matter of importance, possess the critical literacy skills in order to be able to objectively analyse any text they read. Therefore, it was concluded that there is no universal truth.

Wray, (1997), in the same vein, opined that critical literacy approaches assume that the meanings of words and texts either verbal, digital, printed, moving or pictorial, cannot be separated from the cultural and social practices in which - and by which - they are constructed. According to him, the way we use language to read, write, view, speak and listen is never neutral or value-free, but are culturally and politically coated. Howbeit, this non-neutrality cannot be easily deciphered if the reader is not a critically literate reader. The critically literate reader is able to create meaning and change via his text interpretation through the lens of critical literacy. Such is able to actively engage the text in order to separate the writers' thoughts, biases and sentiments from his own judgement and conception.

Coffey (2008), described *critical literacy* as the ability to read texts in an active, reflective manner in order to have a better understanding the concept of power, inequality, and injustice in human relationships. In this vein, the *text* is conceived as a vehicle through which individuals

communicate with one another using the codes and conventions dictated by the society. Hence, songs, novels, conversations, pictures, movies and others are all considered to be texts as each of they convey messages from the writer/producer to the receivers.

Furthermore, Coffey (2008) also reiterated that the acquisition of critical literacy skills enables students to interpret messages embedded in the texts in this modern world through their critical lens, thereby challenging the power relations within those messages relayed in the text.

In the critical literacy class, the teachers are to motivate the students to question and query societal issues and institutions like family, poverty, education, equity, and equality in order to critique the norms which are embedded in them. By so doing, the teacher instils self-confidence and an objective viewpoint which cannot be easily silenced or swayed, into the students in order for them to read every text they come across both in the classroom and outside the classroom, with a critical lens which gives room to self-awareness as well as the awareness of the society and the reflection of the society which is portrayed in the text they read. (Coffey, 2008).

Being literate or having a vibrant reading culture is not enough, if the students are not developed to be critical in their readings. Teachers who value critical literacy tend to have a stake in social change. They are determined to encourage their students not to accept all information as they are relayed to them via texts, but to verify, investigate, question and even challenge the relationships between language and social practices that are of more advantage to some social groups over others. (Wray, 1997).

According to Vasquez (2017, p.8 &p.9) cited in Sandros S& Ana I.S(2020) , Critical literacy is about imagining thoughtful ways of thinking about reconstructing and redesigning texts, images, and practices to convey different and more socially just and equitable messages and ways of being that have real-life effects and real-world impact.

Saygılı, B. B., Aydın, Ç., Kıtka, E., Bulanık, F., Duran, G., Erözcan, İ., & Sevinç, Y. (2018), described critical literacy as one that aims to give emphasis on understanding and acting upon global issues and problems such as democratic values. According to them, it also aimed to instil active and participatory education through personal and social transformation via individuals' real experiences in educational settings. In addition, critical literacy emphasizes the meaning-making process via texts, media or multi-literacies and lead people to make connection between literacy from different perspectives and people's lives. Hence, critical literacy should be implemented in classroom settings in order to make students critically literate and be able to take action toward global issues of concern such as injustice, oppression and others.

Theory and Assumptions of Critical Literacy skills

Freire (1970) believes one can transform the world when he or she finds the position that the dominating figures wants them to be and reflecting on this, one can reposition himself in a new way (Luke, 2000).

Critical literacy is based on some assumptions as explicated by Wray, (2006) they are;

Education on language can only make a difference in people's life when they start questioning, evaluating and challenging the relationship between social practices and language, which gives some communities an edge or control over others,

The meanings of word and text cannot be separated from its social context upon which they are built, therefore every text has a value and a message behind the surface.

Critical literacy is all about evaluation and analysis. Therefore, a reader should consider every possible aspect that might influence the surface meaning of any given text.

Critical literacy dwells on the notions of active citizenship and social awareness. Since by being conscious of the position of the text and the author, it is possible for the reader to reposition himself/herself contrary to the position of the author.

In a way, it can be said that critical literacy empowers people to be the agents of social change, for a better future, equal and just society away from any kind of discrimination. Therefore, with critical literacy, the world can be changed. It is as much an

approach to teaching literacy as it is a set of skills, dispositions and strategies that enable us to become critical consumers and users of information. (Pearson, D. in Literacy GAINS, 2009). It also provides opportunities for the reader to identify the purpose and ideology of the text and this knowledge of construction or deconstruction of the text, gives a power to readers to critically analyze other aspects of their life and grasp their own theoretical perspectives about issues and life.

Critical literacy is a theoretical framework that aims to empower individuals to become active, engaged, and critical readers and writers. According to Hawkins (2015), critical literacy is "the ability to analyze texts and their social and political implications, to question what is presented as the 'truth,' and to see the world through multiple perspectives" (p. 39). This theoretical framework challenges the traditional notion of literacy as a set of discrete skills, and instead emphasizes the importance of understanding how language and discourse shape social, cultural, and political contexts.

At its core, critical literacy is grounded in the belief that language is a powerful tool for shaping our understanding of the world, and that the meanings we attach to words and texts are not fixed, but are rather shaped by social, cultural, and historical contexts (Fairclough, 2015). As Janks (2010) argues, literacy is not simply a set of skills, but rather a "social practice," in which meaning is created through complex interactions between text, context, and the reader.

One of the key assumptions of critical literacy is that texts are not neutral, but are rather imbued with social, cultural, and political meanings that reflect and reinforce power relations in society (Luke & Freebody, 1997). In other words, texts are not simply reflections of reality, but are rather constructed through particular discourses and ideologies that shape our understanding of the world. Critical literacy seeks to uncover these underlying meanings and ideologies, and to empower readers to question and challenge dominant discourses.

Another key assumption of critical literacy is that language is not only a tool for communication, but is also a site of struggle and resistance (Gee, 2000). As Freire (1970) argues, language is not neutral, but rather reflects and reinforces power relations in society. Those who control language and discourse also control the way we think about and understand the world. Critical literacy seeks to disrupt these power relations by empowering individuals to question and challenge dominant discourses, and to create their own meanings and interpretations.

Critical literacy also emphasizes the importance of social justice and equity in education. According to Luke (2004), critical literacy is not simply a set of skills or strategies, but is rather a "moral and political project" that seeks to empower individuals to challenge injustice and oppression. In this sense, critical literacy is not simply a tool for academic success, but is rather a means of promoting social change and equity.

The Importance of Critical Literacy Skills

The importance of critical literacy skills in the 21st century cannot be overstated. In today's world, information is abundant and readily accessible, making it crucial for individuals to develop critical literacy skills to navigate this information effectively. Individuals with strong critical literacy skills are better equipped to identify and evaluate fake news, propaganda, and other forms of misinformation. They are also better able to understand and navigate complex issues and to make informed decisions based on evidence and reasoning. Critical literacy skills are also essential for fostering democratic participation and civic engagement. Individuals with strong critical literacy skills are better equipped to understand and engage with political, social, and economic issues and discourses. They are also better able to question and challenge authority and to advocate for social justice and equity.

Critical literacy skills enable individuals to understand, analyze, and evaluate texts, media, and other forms of communication. These skills are essential for navigating the complex and rapidly changing world of the 21st century, where misinformation, propaganda, and biased narratives are pervasive. Moreover, critical literacy skills can promote social justice and equity by enabling individuals to challenge dominant narratives and recognize the perspectives of marginalized groups (Freire, 1970; Luke, 2012).

For language educators, developing critical literacy skills is essential for achieving the

goals of language education, which include fostering effective communication, cultural understanding, and global citizenship. Language educators need to go beyond teaching language skills and enable students to use language effectively in different contexts, critically analyze texts and media, and understand the cultural and social contexts of language use (Cummins, 2001; Freire, 1970; Luke, 2012).

Application of Critical literacy pedagogy in the classroom

Critical literacy pedagogy is a theoretical framework that seeks to empower individuals to become active and engaged readers and writers. It emphasizes the importance of analyzing texts and their social and political implications, questioning what is presented as the 'truth,' and seeing the world through multiple perspectives. In the Nigerian educational system, critical literacy pedagogy can be applied in the classroom to promote critical thinking, reading, and writing among students.

In applying critical literacy pedagogy in the classroom in Nigeria, language educators must create a safe and inclusive classroom environment where students feel comfortable sharing their opinions and perspectives without fear of discrimination or oppression. This principle aligns with the works of Paulo Freire (1970) and Bell Hooks (1994), who emphasized the importance of creating an open and respectful dialogue in the classroom to empower students to become critical thinkers and engaged learners. Students need to feel comfortable and respected in the classroom to engage in critical thinking and discussion. Language educators can create such an environment by promoting open and respectful dialogue, encouraging students to share their opinions, and valuing diverse perspectives. Educators can also use texts that represent diverse cultures, races, and identities to promote inclusivity.

Furthermore, language educators must use diverse and culturally relevant texts to promote inclusivity and cultural understanding among students. Critical literacy pedagogy emphasizes the importance of using texts that reflect diverse cultures and identities. As noted by Luke and Freebody (2003), using texts that represent diverse cultures and identities can help students connect with the content and become more engaged in critical discussions. Additionally, educators must analyze and question texts to uncover the underlying meanings and ideologies. This principle aligns with the works of Kincheloe (2005) and Macedo (2006), who highlighted the importance of using critical thinking and analysis to challenge the status quo and promote social justice. Educators can use texts that represent Nigerian cultures and histories to promote students' critical thinking and cultural understanding. Such texts can include literary works by Nigerian authors, historical and cultural documents, and news articles. Using culturally relevant texts can help students connect with the content and become more engaged in critical discussions.

Moreover, Critical literacy pedagogy emphasizes the importance of promoting social justice and equity in education. Language educators must promote social justice and equity in education by using texts that address social justice issues, such as inequality, discrimination, and oppression, to promote critical thinking and analysis and providing equal opportunities for all students to engage in critical literacy practices. As noted by McLaren (2015), promoting social justice and equity is essential for creating a more just and equitable society. Vasquez, Tate, and Harste (2013) also emphasized the importance of negotiating critical literacy and multiliteracies in classrooms to promote social justice and equity. Students can engage in discussions and debates on these issues and develop strategies to address them in their communities. Educators can also promote equity by providing equal opportunities for all students to engage in critical literacy practices and ensuring that diverse perspectives are valued and respected in the classroom.

In addition, Critical literacy pedagogy encourages students to analyze and question texts to uncover the underlying meanings and ideologies. Educators can use strategies such as close reading, questioning and challenging assumptions, exploring multiple perspectives, and creating alternative meanings and interpretations to promote critical thinking and analysis. Students can also engage in group discussions and debates

to share their interpretations of texts and explore different viewpoints.

In the 21st century, digital literacy is essential for engaging in critical analysis and understanding of the world. Educators can use digital resources to teach critical literacy skills, including online research, fact-checking, and analysis of digital media. Students can learn how to distinguish between credible and unreliable sources and how to identify and analyze digital propaganda and misinformation.

Developing and Implementing Critical Literacy Skills in Language Education

Language educators have a crucial role to play in developing and implementing critical literacy skills in their students. Language education provides an excellent opportunity for students to develop critical literacy skills, as it involves reading, writing, and analyzing texts. Implementing critical literacy skills in language education can be challenging, but there are several strategies that language educators can use to develop and implement these skills effectively. These include, but not limited to, using authentic materials, scaffolding learning, incorporating group work, modeling critical thinking, fostering reflection, and so on. (Cummins, 2001; Freire, 1970; Luke, 2012).

In practice, critical literacy involves a range of strategies and practices that are designed to empower individuals to analyze and question texts, and to create their own meanings and interpretations. These strategies may include close reading and analysis of texts, questioning and challenging assumptions and biases, exploring multiple perspectives, and creating alternative meanings and interpretations (Beach & Li, 2018). Critical literacy also emphasizes the importance of context, and encourages readers to consider the social, cultural, and political contexts in which texts are produced and consumed.

To develop critical literacy skills, language educators can:

1. Encourage critical thinking: Encourage students to think critically by asking them to analyze and evaluate texts, identify underlying messages and biases, and challenge dominant narratives.
2. Use diverse texts: Use a range of diverse texts that reflect different cultures, perspectives, and experiences. This can help students develop empathy and understanding for others and challenge their own biases and assumptions.
3. Incorporate media literacy: Incorporate media literacy into language education by teaching students how to evaluate and analyze media sources critically.
4. Promote collaboration: Encourage collaboration and discussion in the classroom to help students learn from each other and develop their critical thinking and communication skills.
5. Use authentic materials such as news articles, videos, and advertisements can help students develop critical literacy skills by exposing them to real-world examples of language use and communication. Authentic materials should be relevant to students' interests and reflect different perspectives and cultures to promote critical thinking and analysis (Cummins, 2001; Luke, 2012).
6. Scaffold learning by breaking down complex tasks into smaller, more manageable ones, provide support and guidance as needed, and gradually increase the complexity of the tasks as students develop their skills (Cummins, 2001; Freire, 1970; Luke, 2012).
7. Incorporate group work into language education to promote collaborative learning and critical thinking. Group work allows students to learn from each other, share ideas and perspectives, and engage in critical analysis of texts and media (Cummins, 2001; Freire, 1970; Luke, 2012).
8. Model critical by asking thought-provoking questions, challenge assumptions, and encourage students to think critically about texts and media to promote the development of critical thinking skills (Cummins, 2001; Freire, 1970; Luke, 2012).
9. Foster reflection by encouraging students to reflect on their learning, identify areas where they can improve their critical thinking skills, and recognize their biases and assumptions (Cummins, 2001; Freire, 1970; Luke, 2012).

Challenges facing implementation of critical literacy skills

Implementing critical literacy skills in language education can present several challenges, including lack of time, limited resources, lack of training, and resistance to change. Language educators may face pressure to cover the language curriculum in a limited time, leaving little room for teaching critical literacy skills. Limited resources such as access to authentic materials, technology, and professional development opportunities can also be a barrier to implementing critical literacy skills effectively. Additionally, some language educators may lack the training and expertise to teach critical literacy skills, and resistance to change can make it challenging to introduce new teaching methods and approaches (Cummins, 2001; Freire, 1970; Luke, 2012). In Nigeria, however, the implementation of critical literacy pedagogy faces numerous challenges. Some of the challenges that militate against the implementation of critical literacy pedagogy in Nigeria include;

1. Limited Teacher Training: One of the major challenges of implementing critical literacy pedagogy in Nigeria is the limited training of teachers. Many Nigerian teachers are not equipped with the knowledge and skills necessary to teach critical literacy. This lack of training makes it difficult for teachers to understand the theoretical underpinnings of critical literacy and how to apply it in the classroom.
2. Inadequate Teaching Materials: Another challenge of implementing critical literacy pedagogy in Nigeria is the inadequate teaching materials. Many schools lack the necessary teaching materials to implement critical literacy pedagogy effectively. For example, there is a limited availability of books, newspapers, and other texts that reflect the experiences and perspectives of marginalized groups.
3. High Levels of Illiteracy Nigeria has one of the highest rates of illiteracy in the world, with over 60 million adults unable to read or write. This poses a significant challenge to the implementation of critical literacy pedagogy, as learners who are illiterate may struggle to engage with complex texts critically.
4. Socio-Economic Inequalities: Another challenge of implementing critical literacy pedagogy in Nigeria is socio-economic inequalities. Many Nigerian students come from low-income families and may not have access to the resources and technology necessary to engage with critical literacy pedagogy effectively.
5. Resistance from the Dominant Ideology: The dominant ideology in Nigeria reinforces certain beliefs and values that may be in conflict with critical literacy pedagogy. For example, many Nigerians believe that authority figures should not be questioned, which is a fundamental tenet of critical literacy pedagogy.

Strategies for Overcoming Challenges to Implementing Critical Literacy Pedagogies in Nigeria

1. Increased Funding: The government and other stakeholders in the education sector can provide more funding to schools to improve their infrastructure and teaching resources. This would enable teachers to introduce critical literacy pedagogies into their classrooms and for students to access the materials they need to engage with critical texts.
2. Teacher Training: There is a need to provide more training for teachers in critical literacy pedagogies. This could be done through workshops, conferences, and other professional development opportunities. This would help to equip teachers with the necessary skills and knowledge to teach critical literacy effectively.
3. Collaborative Efforts: Schools can collaborate with other institutions and organizations to develop critical literacy teaching resources and to share knowledge and experiences. This would help to create a supportive environment for critical literacy teaching and learning.
4. Inclusive Curriculum: Curriculum developers can develop an inclusive curriculum that reflects the diverse socio-

cultural and linguistic backgrounds of learners in Nigeria. This would ensure that learners have access

5. Provision of adequate Resources: Critical literacy pedagogy requires access to a variety of texts and materials that represent diverse perspectives and worldviews. However, most schools in Nigeria do not have access to these resources. To address this challenge, governments and non-governmental organizations should invest in providing schools with the necessary resources. For example, they can provide libraries with a wide range of books, including those that represent different cultures and perspectives.
6. Lack of Parental Support: Some parents may not understand the concept of critical literacy and may view it as unnecessary or even dangerous. To address this challenge, schools should educate parents about the benefits of critical literacy pedagogy and involve them in the implementation process. Parents can also be encouraged to provide feedback on the pedagogy and participate in school activities that promote critical literacy.
7. Accountability of leaders/Dominant powers: Dominant powers should be made to be accountable to their followers, for every actions they take and for every project they embark upon.

In conclusion, critical literacy skills are essential for language educators in Nigeria to prepare their students for active and engaged citizenship in the 21st century. Through the ability to analyze and evaluate texts in a variety of forms, engage in meaningful dialogue with others, and navigate the complex digital landscape, students can develop the skills and knowledge necessary to understand and interact with the world around them. Language educators have a critical role to play in fostering the development of critical literacy skills in their students, and in doing so, contributing to the creation of a more informed, engaged, and democratic society.

However, the implementation of critical literacy skills in language education in Nigeria is not without its challenges. As identified in previous studies, the lack of resources, including teaching materials and trained language educators, poses a significant barrier to the implementation of critical literacy skills. Additionally, cultural and societal factors can influence the degree to which critical literacy skills are emphasized in language education. For instance, the traditional emphasis on rote memorization and standardized testing in Nigerian education may hinder the implementation of critical literacy skills.

Nonetheless, language educators in Nigeria can overcome these challenges by incorporating critical literacy skills into their teaching practices. This can involve creating a safe and inclusive classroom environment that encourages meaningful dialogue and reflection, utilizing a variety of texts and materials that represent diverse perspectives, and leveraging digital tools to enhance students' critical thinking and communication skills. With the support of educational policymakers and stakeholders, language educators in Nigeria can work towards creating a curriculum that emphasizes the importance of critical literacy skills in language education.

Overall, critical literacy skills are crucial in the 21st century for language educators in Nigeria to prepare their students for the challenges and opportunities of an interconnected and rapidly changing world. By fostering the development of these skills, language educators can empower their students to analyze and evaluate information critically, engage in meaningful dialogue with others, and become active and engaged citizens in their communities and beyond.

References:

Adegoke, A. A., & Adeyemi, M. B. (2021). Critical literacy in language education: Fostering dialogue for engaged citizenship. Journal of Language and Literacy Education, 17(1), 47-53.

Akinola, O. R., & Ogunkola, B. J. (2021). Digital literacy skills: An imperative for language education in Nigeria. Journal of Education and Practice, 12(16), 33-40.

Adeyemi, M. B. (2017). Critical literacy education in Nigeria: A review of conceptual issues and practices. African Journal of Teacher Education, 6(1), 45-56.

Ajayi, L. (2019). Challenges to the implementation of critical literacy in Nigerian higher education. Journal of Pedagogical Research, 3(2), 126-138.

Ahn, J., & Han, J. (2019). Effects of a critical reading intervention on critical reading and writing skills. Journal of Adolescent & Adult Literacy, 63(5), 549-560.

Baker, M. (2015). Incorporating critical literacy in teaching English as a foreign language. The Journal of AsiaTEFL, 12(4), 1-16.

Beach, R., & Li, M. (2018). Critical literacies and language arts: Inclusive teaching and learning in diverse classrooms. Routledge.

Beach, R., & Li, M. (2018). Developing critical literacy: What we know and what we don't know. Journal of Adolescent & Adult Literacy, 61(6), 643-648.

Cummins, J. (2001). Negotiating identities: Education for empowerment in a diverse society. California Association for Bilingual Education Journal, 24(1), 1-18.

Freire, P. (1970). Pedagogy of the oppressed. New York, NY: Continuum.

Gee, J. P. (2000). Identity as an analytic lens for research in education. Review of Research in Education, 25(1),

Hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York, NY: Routledge.

Kincheloe, J. L. (2005). Critical pedagogy primer. New York, NY: Peter Lang.

Luke, A., & Freebody, P. (2003). Literacies programs: Debates and demands in cultural context. Prospect, 18(2), 7-16.

Luke, A. (2012). Critical literacy: Foundational notes. Theory into Practice, 51(1), 4-

Macedo, D. (2006). Literacies of power: What Americans are not allowed to know. Boulder, CO: Westview Press.

Mellor, J., Patterson, E., & Prewitt, K. (2012). Critical literacy in the classroom: The art of the possible. Journal of Adolescent & Adult Literacy, 55(5), 391-399.

McLaren, P. (2015). Pedagogy of insurrection: From resurrection to revolution. New York, NY: Peter Lang.

Mills, K. A. (2016). A review of the literature on teaching critical thinking in the digital age. The Journal of Educational Research, 109(5), 461-477.

Moss, B., & Hendershot, B. A. (2017). Integrating critical literacy across the curriculum. Journal of Adolescent & Adult Literacy, 61(6), 677-680.

National Council of Teachers of English. (2018). NCTE definition of critical literacy. Retrieved from https://ncte.org/statement/critical-literacy-definition/

Norton, B. (2013). Identity and language learning: Extending the conversation. Bristol, UK: Multilingual Matters.

Ogunsiji, O. (2018). The challenges and prospects of critical literacy pedagogy in Nigerian classrooms. Journal of Language, Literature and Culture Studies, 3(1), 23-35.

Onukaogu, C. (2018). Critical literacy pedagogy in Nigeria: The state of the art. Language and Literacy, 20(2), 84-10

Oluwagbemiga, T. F., & Abidemi, T. J. (2021). Critical literacy: Its importance in language education. Journal of Education and Practice, 12(19), 9-15.

Pang, M. F. (2013). Critical literacy and language education. Educational Research for Policy and Practice, 12(1), 27-44.

Richardson, J. (2010). Beyond the "culture wars": Examining the political implications of critical literacy pedagogy. Journal of Adolescent & Adult Literacy, 54(7), 490-498.

Vasquez, V. M., & Tate, S. (2013). Negotiating critical literacy: Challenges and possibilities for English language learners. The Reading Teacher, 67(2), 119-129.

Wahlstrom, B., & van der Ploeg, M. (2019). Critical language pedagogy in the foreign language classroom. The Modern Language Journal, 103(1), 118-134.

Yildirim, S. (2019). Critical literacy in foreign language education: A review of literature. The Journal of Language Teaching and Learning, 9(1), 31-44.

Vasquez, V. M., Tate, S. E., & Harste, J. C. (2013). Negotiating critical literacy and multiliteracies in classrooms. New York, NY: Routledge