

## REFERENCES

- Abbas, N. F., Jasim, M. M., & Hussein, K. A. (2026). A Social Semiotic Analysis of Instagram as a Multimodal Platform for Supporting EFL Learners. *Arab World English Journal (AWEJ)*, 17(1), 49–65.
- Afandi, I., Wirasti, M. K., & Kustandi, C. (2023). A Multimodality Approach in Designing Learning for Writing Analytical Exposition Text. *Edunity Kajian Ilmu Sosial Dan Pendidikan*, 2(10), 1135–1146.
- Al-jumaily, I. H. A., Tariq, I., & Alazzawi, J. (2025). The Influence of Multimodal Visual Methodologies on EFL University Students' Audio-Visual Comprehension, Verbal and Nonverbal Communication. *Journal of Language and Education*, 11(2), 35–56.
- Al-Makhmari, A. M. (2024). An Evaluation of the Effect of Peer Scaffolding on a Pre-Intermediate Korean Student's Learning to Write in English as a Second Language. *International Journal of Research and Innovation in Social Science*, 8, 595–604.
- Al Bakri, D., Khader, Y., Khatib, R., Al-Hammouri, F., Aabed, M., Abed, Y., Zureikat, Y., Lattouf, O., Shatat, A., & Hussein, A. (2025). The War on Gaza and Its Impact on Public Health: Challenges and Pathways to Recovery. *Frontiers in Public Health*, 13, 1664850.
- Al Fauzi, F., Saputri, A., & Sabartono, R. (2024). The Students' Perception of Using Visual Literacy in English Language Learning: A Descriptive Study. *International Journal of English Education and Linguistics*, 6(2), 212–220.
- Aldabbus, S., & Almansouri, E. (2022). Academic Writing Difficulties Encountered by University EFL Learners. *British Journal of English Language Linguistics*, 10(3), 1–11. <https://doi.org/10.37745/bjel.2013/vol10n3111>
- Alexander, P. A., Kulikowich, J. M., & Schulze, S. K. (1994). How Subject-Matter Knowledge Affects Recall and Interest. *American Educational Research Journal*, 31(2), 313–337.
- Alshraah, S. M., Hammouri, D. M., Aldaghri, A. A., & Althobiti, M. A. (2026). Enhancing EFL Writing Skills through Social Media: A Mixed-Methods Study on the Impact of YouTube and Instagram Short Videos in Medical English Education. *Humanities*, 7(1).
- Alzubi, A. A. F., & Nazim, M. (2024). Students' Intrinsic Motivation in EFL Academic Writing: Topic-Based Interest in Focus. *Heliyon*, 10(1).
- Amin Alghanmi, L., & Ahmed Madini, A. (2025). Investigating Saudi EFL University Students' Perceptions of Instagram Reels to Improve Speaking Skills. *International Journal of English Language Education*, 13(1), 133.
- Andreucci-Annunziata, P., Riedemann, A., Cortés, S., Mellado, A., del Río, M. T., & Vega-Muñoz, A. (2023). Conceptualizations and Instructional Strategies on Critical Thinking in Higher Education: A Systematic Review of Systematic Reviews. *Frontiers in Education*, 8, 1141686.
- Arlinda, C. P., Marianti, A., & Rahayuningsih, M. (2022a). The Implementation of Project-based Learning Model with Instagram Media towards Students' Critical Thinking and Creativity. *Unnes Science Education Journal*, 11(1), 9–

- Arlinda, C. P., Marianti, A., & Rahayuningsih, M. (2022b). The Implementation of Project-Based Learning Model with Instagram Media towards Students' Critical Thinking and Creativity. *Unnes Science Education Journal*, 11(1), 9–16. <https://doi.org/10.15294/usej.v11i1.46495>
- Aslan, E., & Ho, W. Y. J. (2025). Projecting Authenticity through Nativeness: A Multimodal Analysis of Microcelebrity English Teachers' Instagram Reels. *Applied Linguistics Review*, 0.
- Aslan, E., & Sirojiddinovna, M. B. (2025). Language Learning Made Short and Sweet? Exploring Student Perceptions of Microcelebrity Teacher Reels on Instagram. *Linguistics and Education*, 88, 101430.
- Asnas, S. A. M., Mustofa, M., & Ubaidillah, M. F. (2022). Investigating Academic Writing in EFL Contexts: Students' Voices on Complexities and Coping Strategies. *Vision: Journal for Language and Foreign Language Learning*, 11(2), 139–162. <https://doi.org/10.21580/vjv12i116326>
- Azwati, A., Setiawan, S., & Purwati, O. (2022). EFL Postgraduate Students' Critical Thinking Beliefs And Their Ability in Writing Research Methodology. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 9(1), 39–52.
- Backer, H. G. A., & Awad, I. (2025). The Extensive Use of Social Media by Arab University Students (Gratifications, Impact, and Risks). *Entertainment Computing*, 53, 100926.
- Bahour, N., Anabtawi, O., Muhareb, R., Wispelwey, B., Asi, Y., Hammoudeh, W., Bassett, M. T., Mills, D., & Tanous, O. (2025). Food Insecurity, Starvation and Malnutrition in the Gaza Strip. *Eastern Mediterranean Health Journal*, 31(4), 281–284.
- Baihaqi, A. I., Syammary, N. A., Masrifah, K., Murtadho, N., & Nurhidayanti. (2025). Development of HOTS-Based Arabic Language Module to Improve Students' Critical Thinking Skills Arabi: Journal of Arabic Studies. *Arabi Journal of Arabic Studies*, 10(1), 39–52.
- Barnett, M. (2018). *Empire of Humanity: A History of Humanitarianism*. Cornell University Press.
- Bennett, K. (2011). *Academic Writing in Portugal: I-Discourses in Conflict*. Imprensa da Universidade de Coimbra/Coimbra University Press.
- Bereiter, C., & Scardamalia, M. (2013). *The Psychology of Written Composition*. Routledge.
- Blakemore, S.-J., & Frith, U. (2005). *The Learning Brain: Lessons for Education*. Blackwell publishing.
- Boumediene, H., Berrahal, F. K., & Hardji, M. B. (2018). Using Portfolio Assessment to Enhance Reflective Writing in EFL Classrooms. *Literacy Information and Computer Education Journal*, 9(3), 2994–3001.
- Boyd, D. (2014). *It's complicated: The Social Lives of Networked Teens*. Yale University Press.
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Brookhart, S. M. (2013). *How to Create and Use Rubrics for Formative*

*Assessment and Grading*. Ascd.

- Brown, H. D. (2001a). Teaching by Principles: An Interactive Approach to Language Pedagogy. *Addition Wesley Longman*.
- Brown, H. D. (2001b). *Teaching By Principles: Interactive approach to language Pedagogy 2nd Edition* New York: *Addision Wesley Longman*. Inc.
- Callow, J., & Callow, J. (2013). *The Shape of Text to Come*. Primary English Teaching Association Australia (PETAA).
- Campo, L., Galindo-Domínguez, H., Bezanilla, M.-J., Fernández-Nogueira, D., & Poblete, M. (2023). Methodologies for Fostering Critical Thinking Skills from University Students' Points of View. *Education Sciences*, 13(2), 132.
- Chang, J., Hung, H., & Yang, Y. C. (2024). Effects of an Annotation-Supported Socratic Questioning Approach On Students' Argumentative Writing Performance And Critical Thinking Skills In Flipped Language Classrooms. *Journal of Computer Assisted Learning*, 40(1), 37–48.
- Chen, J., Wang, X., & Zheng, X. (2024). The Investigation of Critical Thinking Disposition among Chinese Primary and Middle School Students. *Thinking Skills and Creativity*, 51, 101444.
- College, A. of, Libraries, R., & Association, A. L. (2000). *Information Literacy Competency Standards for Higher Education*. ACRL.
- Cope, B., & Kalantzis, M. (2013). "Multiliteracies": New Literacies, New Learning. In *Framing languages and literacies* (pp. 105–135). Routledge.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4rd*. Sage publications.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Sage publications.
- Cummins, J. (1984). Bilingualism and Special Education: Issues in Assessment and Pedagogy. (No Title).
- Derewianka, B. (1990). Exploring How Texts Work. (No Title).
- Dzekoe, R. (2017). *Computer-Based Multimodal Composing Activities, Self-Revision, and L2 Acquisition through Writing*.
- Earl, J., Maher, T. V, & Elliott, T. (2017). Youth, Activism, and Social Movements. *Sociology Compass*, 11(4), e12465.
- Elindika, F. J. (2025). *English Teaching Strategy for Writing Analytical Exposition Text: A Case of Second Grade Senior High School English Teachers*. Universitas Jambi.
- Emaiza, A. A. R. (2025). Mobile-Assisted Language Learning (MALL) at the Advanced Level: A Qualitative Study of Learner Practices and Perceptions. *Libyan Journal of Educational Research and E-Learning (LJERE)*, 62–67.
- Facione, P. A. (2000). The Disposition toward Critical Thinking: Its Character, Measurement, and Relationship to Critical Thinking Skill. *Informal Logic*, 20(1).
- Facione, P. A. (2023). Critical Thinking: What It Is and Why It Counts. *Insight Assesment*.  
<https://insightassessment.com/wp-content/uploads/2023/12/Critical-Thinking-What-It-Is-and-Why-It-Counts.pdf>
- Facione, P. A., & Facione, N. C. (1994). The Holistic Critical Thinking Scoring

- Rubric-HCTSR. In 2014-10-28]. <http://www.insightassessment.com/Products/Rubrics-Rating-Forms-and-Other-Tools/Holistic-Critical-Thinking-Scoring-Rubric-HCTSR>.
- Fernández-Cerero, J., & Montenegro-Rueda, M. (2024). The Use of Instagram as a Teaching Resource in Higher Education. *International Journal of Innovation and Learning*, 35(2), 234–248.
- Ferretti, R. P., & Fan, Y. (2016). *Argumentative Writing*.
- Flanagan, C., & Levine, P. (2010). Civic Engagement and the Transition to Adulthood. *The Future of Children*, 159–179.
- Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition & Communication*, 32(4), 365–387.
- Freire, P. (1970). *Pedagogy of the Oppressed* (trans. MB Ramos). New York: Continuum, 2005.
- Galbraith, D., Ford, S., Walker, G., & Ford, J. (2005). The Contribution of Different Components of Working Memory to Knowledge Transformation during Writing. *L1-Educational Studies in Language and Literature*, 5(2), 113–145.
- Galdonez, D. P. (2025). Exploring the Experiences of STEM Students in Writing Research: Insights, Challenges, and Strategies. *Journal of Basic Education Research*, 6(1), 9–16.
- Galindo-Domínguez, H., Bezanilla, M. J., & Campo, L. (2025). Relationship between Social Media Use and Critical Thinking in University Students. *Education and Information Technologies*, 30(5), 6641–6665.
- Georgopoulou, M. S., Troussas, C., Krouska, A., & Sgouropoulou, C. (2025). Digital Literacy in Higher Education: Examining University Students' Competence in Online Information Practices. *Computers*, 14(12), 528.
- Giuseffi, F. (2021). *How the Socratic Method Engenders Authentic Educational Experiences*. Bloomsbury Publishing USA.
- Graham, S., & Perin, D. (2007). A Meta-Analysis of Writing Instruction for Adolescent Students. *Journal of Educational Psychology*, 99(3), 445.
- Greenhow, C., & Lewin, C. (2016). Social Media and Education: Reconceptualizing the Boundaries of Formal and Informal Learning. *Learning, Media and Technology*, 41(1), 6–30.
- Greenhow, C., & Robelia, B. (2009). Old Communication, New Literacies: Social Network Sites as Social Learning Resources. *Journal of Computer-Mediated Communication*, 14(4), 1130–1161.
- Haque, M. A., Zhang, X., Akanda, A. K. M. E. A., Hasan, M. N., Islam, M. M., Saha, A., Hossain, M. I., & Rahman, Z. (2023). Knowledge Sharing among Students in Social Media: The Mediating Role of Family and Technology Supports in the Academic Development Nexus in an Emerging Country. *Sustainability*, 15(13), 9983.
- Hardianti, Jabu, B., & Salija, K. (2023). Students' Critical Thinking Skills in Writing Analytical Exposition Text. *ELT Worldwide: Journal of English Language Teaching*, 10(2), 250–262.
- Hassan, I. H., & ElMansy, S. Y. (2023). Between Marvel's Cinematic Universe and Instagram Narratives. *Journal of Ethnic and Cultural Studies*, 10(5),

189–211.

- Hattan, C., Alexander, P. A., & Lupo, S. M. (2024). Leveraging What Students Know to Make Sense of Texts: What the Research Says about Prior Knowledge Activation. *Review of Educational Research*, 94(1), 73–111.
- Hattie, J. (2008). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. routledge.
- Hayes, J. R. (2013). A New Framework for Understanding Cognition and Affect in Writing. In *The science of writing* (pp. 1–27). Routledge.
- Hermayanti, W. D., & Gunawan, W. (2024). Understanding Analytical Exposition Text Writing with an SFL Approach: A Comparative Analysis of Model Text and Student's Text. *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 4(2), 124–136.
- Herrington, J., & Oliver, R. (2000). An Instructional Design Framework for Authentic Learning Environments. *Educational Technology Research and Development*, 48(3), 23–48.
- Hoffman, M. L. (1996). Empathy and Moral Development. *The Annual Report of Educational Psychology in Japan*, 35, 157–162.
- Huang, J. (2026). Relations between Teacher–Student Relationship Quality, Emotional Engagement, and Writing Performance. *Language Teaching Research*, 30(5), 2607–2630.
- Ilyas, H., & Arifin, S. (2025). Critical Thinking in EFL Students' Argumentative Writing: Manifestations and Challenges. *Voices of English Language Education Society*, 9(2), 358–371.
- Inayah, T. M., & Apoko, T. W. (2024). Exploring Students' Perspectives on the Use of Grammarly in Writing Analytical Exposition Text. *Journal of Literate English Education Study Program*, 5(1), 73–83.
- Jameel, A. S. (2022). The Effects of Story Mapping and Hortatory Exposition Techniques on Students' Compositions. *Education Research International*, 2022. <https://doi.org/10.1155/2022/4300692>
- Jaramillo Gómez, D. L., Álvarez Maestre, A. J., Parada Trujillo, A. E., Pérez Fuentes, C. A., Bedoya Ortiz, D. H., & Sanabria Alarcón, R. K. (2025). Determining Factors for the Development of Critical Thinking in Higher Education. *Journal of Intelligence*, 13(6), 59.
- Jasper, J. M. (1998). The Emotions of Protest: Affective and Reactive Emotions in and Around Social Movements. *Sociological Forum*, 13(3), 397–424.
- Jennings, M. K. (2002). Generation Units and the Student Protest Movement in the United States: An Intra-And Intergenerational Analysis. *Political Psychology*, 23(2), 303–324.
- Jumariati, J., Nasrullah, N., Sutiono, C., & Utomo, M. K. (2024). A Study on EFL Students' Levels of Critical Thinking Skills. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 11(2), 215–231.
- Jung, J., Lu, Y.-H., & Ding, A.-C. E. (2022). How Do Prompts Shape Preservice Teachers' Reflections? A Case Study in an Online Technology Integration Class. *Journal of Teacher Education*, 73(3), 301–313.
- Kamaruddin, A., Patmasari, A., Whanchit, W., & Suriaman, A. (2023). The Effect of IBL (Inquiry-based Learning) Model on EFL Students' Critical Thinking

- Skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 9(1), 15–23.
- Karam Pourchangi, A., Saadabadi Motlagh, H., & Ebrahimi, S. F. (2024). A Pedagogical Move Analysis of Literature Reviews in ELT Research Articles and Ph. D. Dissertations. *Journal of Applied Linguistics Studies*, 1(1).
- Kellogg, R. T. (2013). A Model of Working Memory in Writing. In *The science of writing* (pp. 57–71). Routledge.
- Khan, T., Perren, R., & Quintanilla, N. (2024). Voices Against Violence: Empowering Students to Address Domestic Terrorism through Digital Activism. *Marketing Education Review*, 34(4), 324–346.
- Khasanah, M., Kharisma, A. I., Huda, M. M., & Mudayan, A. (2025). Analysis of Students' Critical Thinking Skills in Natural and Social Sciences Class IV SD Muhammadiyah 1 Ngimbang Lamongan. *Journal of Elementary Education*, 2(1), 31–41. <https://doi.org/10.38040/jeleduc.v2i1.1225>
- Khulel, B. (2022). Improving Students' Writing Skill through Project-Based Learning, Process Writing, and Instagram. *IJECA (International Journal of Education and Curriculum Application)*, 5(1), 25. <https://doi.org/10.31764/ijeca.v5i1.7601>
- Kress, G. (2009). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. routledge.
- Kuhn, D. (1991). *The Skills of Argument*. Cambridge University Press.
- Kuhn, D. (1999). A Developmental Model of Critical Thinking. *Educational Researcher*, 28(2), 16–46.
- Kusumaningrum, R. D. (2023). Improving Students' Critical Thinking and Writing Skills in Hortatory Exposition Text through Problem-Based Learning. *UNNES-TEFLIN National Conference*, 5, 585–597.
- Lagos-Monsalve, G. A., & del Carmen Cisterna-Zenteno, C. (2026). Enhancing Writing Engagement in the EFL Context: Social Media Intervention Using Instagram. *HOW*, 33(1), 126–147.
- Lampai, C., & Sukying, A. (2023). Vocabulary Learning through Audio-Visual Input of Thai Primary School EFL Students. *Journal of Education and Learning*, 12(4), 26–41.
- Lan, D. H., & Tung, T. M. (2024). Exploring Fake News Awareness and Trust in the Age of Social Media among University Student TikTok Users. *Cogent Social Sciences*, 10(1), 2302216.
- Lantolf, J. P. (2006). Sociocultural Theory and L2: State of the Art. *Studies in Second Language Acquisition*, 28(1), 67–109.
- Lian, A. P. (2004). Technology-Enhanced Language Learning Environments: A Rhizomatic Approach. *Computer-Assisted Language Learning: Concepts, Contexts and Practices*, 1–20.
- Lin, Y., & Liu, M. (2026). From Self-Prepared Writers to Strategy Effectiveness Evaluators: Mediation of Critical Thinking During Self-Regulated EFL Writing. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.70092>
- Ling, T. P., Hassim, N., Marklen, D. R., Illahi, A. K., & Avina, D. A. A. (2026). Youth Engagement with Boycott, Divestment and Sanctions (BDS)

- Movement through Social Media Influence and Awareness: A Malaysian Perspective. *Jurnal Komunikasi: Malaysian Journal of Communication*, 42(1), 288–306.
- Livingstone, S. (2004). Media Literacy and the Challenge of New Information and Communication Technologies. *The Communication Review*, 7(1), 3–14.
- Mahardika, I. G. N. A. W., & Utami, I. L. P. (2024). To Type or To Write: The Effect of Writing Modes and Time Constraints on Students' Writing Quality. *Journal of Language and Education*, 10(3 (39)), 69–78.
- Marita, R., Stiawan, D., & Raharjo, M. (2025). Needs Analysis for the Development of Interactive Infographic Media Based on Discovery Learning on Renewable Energy Topics in Elementary Education. *Journal of Innovation and Research in Primary Education*, 4(3), 684–696.
- Martius, F., Jansen, L., Struck, L., Arumugam, A., Geierhaas, L., Ortloff, A.-M., Smith, M., & Tiefenau, C. (2025). Out of Sight, Out of Mind? Exploring Data Protection Practices for Personal Data in Usable Security & Privacy Studies. *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems*, 1–16.
- Maryna, S. (2025). Instagram as an Innovative Tool for Professional Training in Library, Information, and Archival Studies at Higher Technical Education Institutions. *Scientific Journal*, 6(1), 107–115.
- Mayer, R. E. (2005). Cognitive Theory of Multimedia Learning. *The Cambridge Handbook of Multimedia Learning*, 41(1), 31–48.
- McLean, D., Duroch, F., & Mavor, A. (2026). *Humanitarian Myths and Hubris: A Critical Self-Portrait from Médecins Sans Frontières*. Taylor & Francis.
- McLeod, J. M. (2000). Media and Civic Socialization of Youth. *Journal of Adolescent Health*, 27(2), 45–51.
- Mertosono, S. R., & Erniwati, E. (2023). Error Analysis: Types and Causes of EFL Learners' Errors in Writing Analytical Exposition Text. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 7(1), 64.
- Migdad, M., El-Zenati, A., & Buheji, M. (2025). Reality of Gaza Health Sector During the 2023–2025 War. *International Journal of Research Publication and Reviews*.
- Morris, A. D. (1986). *The Origins of the Civil Rights Movement*. Simon and Schuster.
- Moskal, B. M., & Leydens, J. A. (2000). Scoring Rubric Development: Validity and Reliability. *Practical Assessment, Research, and Evaluation*, 7(1).
- Newman, E., Madrigal, I., & Hight, J. (2023). The Inconsistency of Trauma-Related Journalism Education Goals and Instruction. *Journalism & Mass Communication Educator*, 78(2), 165–182.
- Ngo, T. H. T. (2026). Using Critical Thinking Skills in Pathways 3: A Case Study among EFL Second-Year Students. *Proceedings of International Academia*, 1(2), 1–9.
- Noor, L., & Islam, K. (2024). Leveraging Mobile-Assisted Language Learning (MALL) to Enhance Personalized Learning for ESOL learners. *Journal of Interactive Learning Research*, 35(4), 481–496.
- Noviyanti, S. D., & Yusuf, D. I. (2026). Media Literacy as Linguistic Practice:

- English Foreign Language Learners Respond to Hoaxes and Hate Speech. *Elsya: Journal of English Language Studies*, 8(1), 28–42.
- Nugraheni, S. I., & Priyatmojo, A. S. (2025). The Use of Instagram to Enhance Students' Creative Writing Skills: A Systematic Literature Review. *Journal of English Language and Education*, 10(4), 620–633.
- Nurindah, Hajar, S., & Akram. (2025). The Effectiveness of the use of Assemblr Edu-Based Augmented Reality Media on Student Learning Motivation. *Journal of Education Technology*, 9(2), 231–239.
- Nussbaum, M. C. (2001). *Upheavals of Thought: The Intelligence of Emotions*. Cambridge university press.
- Özgür Küfi, E. (2023). Activation of Content-Schemata for Scaffolding L2 Writing: Voices from a Turkish Context. *Journal of Psycholinguistic Research*, 52(6), 2405–2427. <https://doi.org/10.1007/s10936-023-10002-3>
- Paivio, A. (1991). Dual Coding Theory: Retrospect and Current Status. *Canadian Journal of Psychology/Revue Canadienne de Psychologie*, 45(3), 255.
- Paul, R., & Elder, L. (2007). Critical Thinking: The Art of Socratic Questioning. *Journal of Developmental Education*, 31(1), 36.
- Paul, R., & Elder, L. (2008). Critical Thinking: The Art of Socratic Questioning, Part III. *Journal of Developmental Education*, 31(3), 34–35.
- Pecorari, D. (2008). *Academic Writing and Plagiarism*.
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. *Educational Psychologist*, 37(2), 91–105.
- Pelenkahu, N., Ali, M. I., Tatipang, D. P., Wuntu, C. N., & Rorintulus, O. A. (2024). Metacognitive Strategies and Critical Thinking in Elevating EFL Argumentative Writing Proficiency: Practical Insights. *Studies in English Language and Education*, 11(2), 873–892.
- Phyu, A. K. (2023). Critical Thinking Skills in English Academic Writing: An Exploratory Interview Study of the Perceptions and the Experiences of EFL Tutors at a Hungarian University. *Working Papers in Language Pedagogy*, 18.
- Pierre, B., & Richardson, J. (1986). Handbook of Theory and Research for the Sociology of Education. *The Forms of Capital (1986)*, 241–258.
- Piliavin, J. A., & Charng, H.-W. (1990). Altruism: A Review of Recent Theory and Research. *Annual Review of Sociology*, 16(1), 27–65.
- Pintrich, P. R. (2002). The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing. *Theory into Practice*, 41(4), 219–225.
- Raguvaran, R., Naayagi, G. K. T., Deepika, .P., & Paramasivam, D. V. (2025). Student Advocacy on Social Media: Risk and Opportunities. *International Journal of Scientific Research in Engineering and Management*, 09(09), 1–9. <https://doi.org/10.55041/ijssrem52480>
- Rahman, A. N. I., & Ekkayokkaya, M. (2023). Utilizing Needs Analysis to Explore Indonesian Senior High School Students' Needs in Writing Analytical Exposition. *วารสารภาษาปริทัศน์*, 38, 137–162.
- Rahmat, N. H. (2023). Writing about Writing: An Exploration of Types of

- Knowledge and Writing Difficulties. *International Journal of Academic Research in Business & Social Sciences*, 13(6), 807–817.
- Rashid, M. H., Ye, T., Hui, W., Li, W., & Shunting, W. (2022). Analyse and Challenges of Teaching Writing among the English Teachers. *Linguistics and Culture Review*, 6(on), 199–209.
- Rosell-Aguilar, F. (2017). State of the App: A Taxonomy and Framework for Evaluating Language Learning Mobile Applications. *CALICO Journal*, 34(2), 243–258.
- Ruamps, C. (2023). *The Humanitarian Exit Dilemma: The Moral Cost of Withdrawing Aid*.
- Saksopin, U., Kaweera, C., & Yawiloeng, R. (2025). EFL Students' Perspectives of Peer Scaffolding in Online Collaborative Writing. *Theory and Practice in Language Studies*, 15(8), 2515–2526.
- Samanhudi, U., Pratiwi, W. R., Terbuka, U., Raya, J. C., Cabe, P., Sultan, U., Tirtayasa, A., & City, S. (2024). Examining the Application of Critical Thinking Skills in Analytical Exposition Text. *Klasikal: Journal of Education, Language Teaching and Science*, 6(2), 256–264.
- Sari, K. I., & Riswanto, M. (2025). Improving Students' Vocabulary through Problem-Based Learning Strategy in Topic of Analytical Exposition Text (A Classroom Action Research at XI Grade of SMA Negeri 3 Palu). *Jurnal Pendidikan Dan Pembelajaran*, 4(02), 1587–1595.
- Schleppegrell, M. J. (2004). *The Language of Schooling: A Functional Linguistics Perspective*. Routledge.
- Schwartz, M. S., Sadler, P. M., Sonnert, G., & Tai, R. H. (2009). Depth versus Breadth: How Content Coverage in High School Science Sources Relates to Later Success in College Science Coursework. *Science Education*, 93(5), 798–826.
- Shen, X., Hao, C., & Peng, J.-E. (2024). Promoting EFL Learners' Willingness to Communicate through Transmediation in a Digital Storytelling Workshop. *Journal of Multilingual and Multicultural Development*, 45(8), 3109–3126.
- Shoemaker, P. J., & Vos, T. (2009). *Gatekeeping Theory*. Routledge.
- Sivakumar, A., Jayasingh, S., & Shaik, S. (2023). Social Media Influence on Students' Knowledge Sharing and Learning: An Empirical Study. *Education Sciences*, 13(7), 745.
- Smith, C. (2003). Theorizing Religious Effects among American Adolescents. *Journal for the Scientific Study of Religion*, 42(1), 17–30.
- Solidor, D. L., Cabantog, J., Corpuz, J. J., Sinsuat, D. M., Garcia, T. Y., Demafeliz, Y. F., Talaria, M. E., & Decolas, B. J. (2025). Like and Subside: Slacktivism on Social Justice and Civic Engagement Among Ateneo de Davao Senior High School Learners. *International Journal For Multidisciplinary Research*, 7(2), 1–63.  
<https://doi.org/10.36948/ijfmr.2025.v07i02.39770>
- Solikah, T. R., Astriani, D., & Musor, P. (2026). Visual Scaffolding in Discovery Learning: Reducing Cognitive Load to Enhance Mastery of Abstract Biological Concepts. *Jurnal Pendidikan Progresif*, 16(1), 438–453.
- Solmaz, O. (2025). Impacts of Digital Applications on Emergent Multilinguals'

- Language Learning Experiences: The Case of Duolingo. *Education and Information Technologies*, 30(7), 9185–9214.
- Song, B., & August, B. (2002). Using Portfolios to Assess the Writing of ESL Students: A Powerful Alternative? *Journal of Second Language Writing*, 11(1), 49–72.
- Stolle, D., & Micheletti, M. (2013). *Political Consumerism: Global Responsibility in Action*. Cambridge University Press.
- Sugara, R. D. H., Mutiara, D., Muhammad, A. S., & Khodijah, S. (2025). The Use of Grammarly (Generative AI) to Enhance Student's Writing Skill of Analytical Exposition Text for 11th Grade Students at SMA PGRI Cianjur. *Candradimuka: Journal of Education*, 3(1), 69–75.
- Sukserm, P., & Wasanasomsithi, P. (2023). From Pen to Pixels: Enhancing EFL Learners' Writing Abilities Through the Use of Inquiry-Based Learning and Visual Literacy Model. *REFlections*, 30(3), 802–825.
- Susilowaty, S., Setyarini, S., & Gustine, G. G. (2025). Crafting Voices, Shaping Thought: Integrating Scaffolding Strategies to Foster Critical Literacy in Selected Young EFL Writers. *REiLA: Journal of Research and Innovation in Language*, 7(2), 124–138.
- Sutrisna, I. P. E. (2025). Mobile-Assisted Language Learning (MALL) in EFL Classroom: Examining Its Contribution to Students' Foreign Language Acquisition Process. *Jurnal Pedagogi Dan Pembelajaran*, 8(2), 443–454.
- Thomas, S., & Manalil, P. (2025). Framing Emotions: Using Cinema as a Tool for Emotional Intelligence in Education. *Frontiers in Psychology*, 16, 1650676.
- Tola Chala, G., Tadesse Degago, A., Admassu Endashaw, A., & Getachew Tsegaye, A. (2025). The Effects of Reflective Writing on EFL Student-Teachers' Critical Thinking: A Quasi-Experimental Study. *Humanities and Social Sciences Communications*, 12(1), 1–11.
- Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. ERIC.
- Tufekci, Z. (2017). *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale university press.
- Uçar, S., & Yazıcı, Y. (2016). The Impact of Portfolios on Enhancing Writing Skills in ESP Classes. *Procedia - Social and Behavioral Sciences*, 232(April), 226–233. <https://doi.org/10.1016/j.sbspro.2016.10.001>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes* (Vol. 86). Harvard university press.
- Wahid, K., Halim, A., & Syukri, S. (2023). Students' Response to Visual Scaffolding Activity in the EFL Classroom. *Al Lughawiyaat*, 4(1).
- Wang, Q., & Newell, G. E. (2025). Teaching and Learning Argumentative Writing as Critical Thinking in an EFL Composition Classroom. *Learning, Culture and Social Interaction*, 51, 100891.
- Wardle, C., & Derakhshan, H. (2017). *Information disorder: Toward an interdisciplinary framework for research and policymaking* (Vol. 27). Council of Europe Strasbourg.
- Willingham, D. T. (2008). Critical thinking: Why is it so hard to teach? *Arts*

- Education Policy Review*, 109(4), 21–32.
- Wineburg, S. (2010). Historical Thinking and other Unnatural Acts. *Phi Delta Kappan*, 92(4), 81–94.
- Wood, D., Bruner, J. S., & Ross, G. (1976). The Role of Tutoring in Problem Solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89–100.
- Yeni, F., Fajaryani, N., & Abrar, M. (2024). Factors and Strategies to Develop Critical Thinking in Academic Writing: A Case of EFL Students at One University in Jambi. *JELT (Jambi-English Language Teaching)*, 8(2), 111–119.
- Yin, R. K. (2018a). *Case Study Research and Applications* (Vol. 6). Sage Thousand Oaks, CA.
- Yin, R. K. (2018b). *Case Study Research and Applications Design and Methods*.
- Youniss, J., Bales, S., Christmas-Best, V., Diversi, M., McLaughlin, M., & Silbereisen, R. (2002). Youth Civic Engagement in the Twenty-first Century. *Journal of Research on Adolescence*, 12(1), 121–148.
- Zalani, M., & Yousofi, N. (2024). The Influence of using Instagram on EFL Learners' Critical Thinking in Language Institutes. *Smart Learning Environments*, 11(1). <https://doi.org/10.1186/s40561-024-00320-x>
- Zhang, H. (2025). An Action Research on Multimodal Online Teaching and Vocabulary Acquisition Among Chinese Fifth-Grade EFL Learners. *International Journal of Social Science and Human Research*, 08(05), 3182–3199. <https://doi.org/10.47191/ijsshr/v8-i5-63>
- Zhang, R., Zou, D., & Cheng, G. (2023). Chatbot-based Training on Logical Fallacy in EFL Argumentative Writing. *Innovation in Language Learning and Teaching*, 17(5), 932–945.
- Zhang, Y., Fan, S., Hui, H., Zhang, N., Li, J., Liao, L., Ke, C., Zhang, D., Su, S., & Song, Z. (2025). Privacy Protection for Open Sharing of Psychiatric and Behavioral Research Data: Ethical Considerations and Recommendations. *Alpha Psychiatry*, 26(1), 38759.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In *Handbook of self-regulation* (pp. 13–39). Elsevier.
- Zong, Y., & Yang, L. (2025). How AI-Enhanced Social–Emotional Learning Framework Transforms EFL Students' Engagement and Emotional Well-Being. *European Journal of Education*, 60(1), e12925.