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Nota di contenuto	Part I: GOING OVER THE RATIONALES AND UNDERLYING PRINCIPLES -- Chapter 1. The Rationales: The Rapid Expansion of Digital Media -- Chapter 2. Critical Media Literacy -- Chapter 3. Language Learning -- Part II: THE CONVERGENCE OF CRITICAL MEDIA LITERACY AND ENGLISH AS A FOREIGN LANGUAGE (EFL) PEDAGOGY -- Chapter 4. Critical Media Literacy and Language Learning -- Chapter 5. Critical Media Literacy Instruction in English as a Foreign Language (EFL) Class -- Part III: PRACTICAL EXAMPLES AND REFLECTIONS -- Chapter 6. Reflections: Learning from Teaching Experiences -- Chapter 7. Practices -- Chapter 8. Lessons Learned -- Chapter 9. What Happens When English as a Foreign Language Teachers Integrate Critical Media Literacy in Their Teaching?.
Sommario/riassunto	This edited book presents the integration of Critical Media Literacy (CML) principles into teaching English as a Foreign Language (EFL). This

approach has its roots in content-based language learning, which aims to promote effective communication as the ultimate goal of language acquisition. This book highlights the profound influence of CML on educational methods, exploring the evolving concepts that support its integration and providing both theoretical perspectives and practical examples to illustrate its implementation. The book delineates methodologies for constructing and executing a CML integration framework in EFL lessons, offering various instructional strategies and reflective analyses and integrating the viewpoints of professionals, educators, and researchers. The book explores the complexities of CML, discussing the changing nature of language instruction in a world heavily influenced by media, and explores issues such as professional growth during educational restructuring, highlighting the significance of personal metamorphosis in attaining social equity. This book offers a concise yet thorough examination of CML integration in EFL settings, and it will be of interest to scholars specializing in education, media studies, and language instruction, as well as educators actively engaged in teaching, such as EFL teachers, curriculum developers, and educational policymakers. Rida Afrilyasanti is a PhD candidate in English Language Education at Universitas Negeri Malang, Indonesia. She is also a writer, academic, and English as a Foreign Language (EFL) instructor at SMA (Senior High School) Negeri Taruna Nala Jawa Timur. She is widely recognized for her English as a Foreign Language (EFL) textbooks, which she developed in collaboration with the Indonesian Ministry of Education. Her research interests include technological pedagogy, pedagogical innovation, instructional media, and media literacy. Yazid Basthomu is a Professor of Applied Linguistics in the Department of English at Universitas Negeri Malang, Indonesia. He was a Fulbright scholar at the ELI, University of Michigan-Ann Arbor during his PhD studies. His research interests include genre analysis, intercultural education, and digital culture, and he is currently the coordinator of the publication division of TEFLIN. Evynurul Laily Zen is a faculty member of the Department of English at Universitas Negeri Malang, Indonesia. She earned her PhD in English Language and Linguistics from the National University of Singapore in 2020. Her research interests include multilingual acquisition and education, language maintenance and shift, Family Language Policy (FLP), and multilingual learner corpora. .
