

## Dynamic Pedagogy for Critical Thinking: A Narrative Inquiry in Digital EFL Reading

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### Abstract

This study aimed to capture the dynamic pedagogy of two Indonesian EFL lecturers to scaffold students' critical thinking in digital reading. Driven by Clandinin's (2000) narrative inquiry model, this study employed semi-structured interviews to investigate the development of teaching practices, student engagement with digital technology, and the promotion of dialogic teaching processes. This study found through thematic analysis that there were three main components of dynamic pedagogy: (a) Temporal scaffolding, namely, developing critical thinking via sequenced tasks designed to increase task difficulty progressively; (b) Mediating spaces, namely, creating critical spaces through digital media, including online platforms such as Google Docs and Padlet; and (c) Relational feedback - developing critical thinking via dialogic interaction to promote metacognitive thinking. "Expert validation of the code sequence showed 92% agreement, and inter-rater reliability reached Cohen's  $\kappa = 0.87$ , indicating a high level of consistency". Although uneven digital expertise and institutional support were difficult, the participants were flexible and shaped their pedagogy to account for the (critical) literacy demands of the students. This research contributes to the literature on EFL digital pedagogy by highlighting the teacher's role in facilitating critical thinking as an ongoing, complex, and contextually bound process. There are also pedagogical implications, such as integrating digital skills instruction, providing iterative feedback to students on their digital sources (both online and offline), and offering professional development in digital critical literacy pedagogy.

**Keywords:** *Dynamic Pedagogy, Critical Thinking, Narrative Inquiry, Digital Reading, Scaffolding*

### Introduction

In the digital era, incorporating dynamic pedagogy into teaching critical reading is a crucial strategy for developing students' and teachers' essential skills of critical thinking. Dynamic pedagogy exemplifies a teaching approach to reading that emphasizes adaptability, interactivity, and engagement in instructional practices. (Haleem et al., 2022; Sanchez, 2019). With the widespread use of digital or electronic reading texts, teachers face the challenge of preparing students not only to comprehend electronic reading sources but also

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to evaluate them within the context of the digital landscape critically. “People who love to read will gain new knowledge and insights, which will then increase their intelligence and enable them to better face life’s challenges in the future.” (Ahsanuddin, Mohammad et al., 2024)). (Alsalem, 2018; Kesson, 2020; Panakaje et al., 2024). By integrating dynamic pedagogy into the teaching of critical reading, teachers can create dynamic learning environments that empower student teachers to navigate digital reading texts thoughtfully, analyze information critically, and engage with online content discerningly (Lin & Yu, 2023; Walt & Barker, 2020).

The infusion of dynamic pedagogy into the teaching of critical reading operates as a catalyst for fostering the cognitive processes crucial to practical critical thinking among student teachers. (Meriem OUHIBA, 2022; Sung et al., 2016). Reading with an evaluative and critical stance is widely accepted as the cornerstone of critical thinking, and it centres around students and teachers applying a critical approach to reading texts to make meaning, examine the arguments or claims presented, and critically evaluate any evidence. (Chen et al., 2013; J. Li & Ren, 2020). Through a dynamic pedagogy that encourages active exploration and reflection, teachers can help students engage in a critical analysis of texts, prompting them to ask questions and consider alternative perspectives, while also encouraging critical thinking about implied biases. (Alexander et al., 1997; Sutherland & Incera, 2021). Students can develop their analytical skills, digital literacy competencies, and metacognitive awareness through these interactive and reflective processes, fostering effective critical thinking development.

Research on teaching critical reading, whether with printed or electronic words, has shown some success in developing critical thinking. Second, it helps to cultivate one’s ability to think critically about and judge information. (Gamage et al., 2022; Vincent-Lancrin, 2023). It allows them to distinguish between the time-tested source and fake news on platform one, which is increasingly packed with digital content. (de-la-Peña & Luque-Rojas, 2021; Phonekeo & Macalister, 2021). Second, teaching critical reading encourages learners to engage actively with text processing, leading to a more profound comprehension and retention of information. (Archila et al., 2024; McVey, 2012). This kind of active involvement leads to better communication skills. (Love et al., 2016; Yeh & Lai, 2012). As learners are rehearsed in expressing their ideas concisely and providing evidence to back up their ideas. Second, in teaching for critical reading, teachers develop their creativity and innovation as they ask challenging questions, seek a range of different perspectives, and think outside the box. (L. Li, 2023; Yeh & Lai, 2012).

However, a comprehensive literature review of teaching critical thinking skills through critical reading suggests two methodological areas for improvement. First, most previous studies have sought to explore the non-dynamic aspects of participants’ critical thinking skills through improvements in pretest and posttest scores (Fahim & Sa’eepour, 2011; Mekuria et al., 2024; Sanchez, 2019; Tan et al., 2023). This category aims to find an effective strategy for teaching reading to enhance participants’ critical thinking skills. Second, several studies have attempted to explore the dynamic aspect of participants’ cognitive processes while answering printed or online reading texts (Oshima, 2024; van den Broek & Helder, 2017). This study examines the role of mental processes in developing learner-teacher critical thinking skills during comprehension processes, encompassing both printed and e-reading experiences (Haleem et al., 2022; Singer & Alexander, 2017). Third, the concept of CT is complex, and the competing and conflicting definitions and approaches can be confusing and misleading. These gaps suggest a need to investigate the role that instructional

treatments addressing reading instruction may play in the development of critical thinking skills over time. Investigating the reciprocal nature of the relationship between pedagogy and the practice of the skill may also provide significant new understandings into the effective teaching of critical reading strategies that lead to improvement in thinking among the trainee teachers. The current paper will seek to untangle that complexity using Facione's (1990) six critical thinking skills (interpreting, analysing, evaluating, inferring, explaining, and self-regulating). In doing so, it aims to develop a more comprehensive understanding of the relationship between instructional methods and their impact on the development of student teachers' critical thinking skills in reading.

In this study, dynamic pedagogy is examined in terms of teaching critical reading and the impact of teaching practice on the development of critical thinking. The previous research highlights the need to examine the moving pedagogical components of critical reading training to enhance teaching effectiveness. The dynamic interactions between teachers and students in the teaching of critical reading have been neglected in previous studies, which have placed more emphasis on the efficacy of interventions than on the complex mechanisms that influence students' development of critical reading abilities. By turning their attention to dynamic pedagogy approaches, teachers can get fresh insights into successful teaching strategies by better understanding how classroom interactions affect students' growth of critical thinking during critical reading activities. Therefore, the following research questions were developed for this study:

1. How do EFL teachers utilize dynamic pedagogy in reading to foster critical thinking skills among student teachers?
2. What are the perceived outcomes and challenges of implementing dynamic pedagogy in reading to enhance critical thinking in EFL student teachers?

"This introduction clearly emphasizes the urgency of developing multimodal literacy skills in digital learning environments".

## Method

We examine the pedagogical approaches employed by EFL (English as a Foreign Language) teachers when utilizing e-reading to explore the dynamics of pedagogy in EFL teacher instruction of e-reading and to develop students' critical thinking skills. Narrative inquiry, as defined by Clandinin and Connelly (2000), is a qualitative research approach that is concerned with the study of experience by gathering and interpreting personal stories."

Here is an overview of narrative inquiry as conceptualized by Clandinin. Narrative inquiry views human experience as a storied phenomenon. Researchers collect, analyze, and interpret stories to understand how individuals make sense of their experiences.

Clandinin's three-dimensional narrative covering Pedagogical and Social (Interaction). This dimension considers both the individual's personal experience and the social context in which it occurs. Another one is past, present, and future (Continuity). This dimension examines how past experiences impact the present and future. Moreover, the third one is place (Situation). This dimension focuses on the specific contexts and locations where the experiences occur.

To identify suitable participants, a survey was conducted of approximately 40 English education programs across universities in Java. These programs offer courses in English education and reading. From this survey, teachers were contacted, and only those who were

willing to participate were selected for an interview. The criteria for participation included having more than 10 years of teaching experience, teaching the Critical Reading course, developing reading teaching materials, and conducting research on reading.

To facilitate in-depth and comprehensive narrative analysis, the participants in this study are EFL teachers with experience teaching reading to student teachers. A purposive sampling strategy is employed to select participants who can provide detailed and relevant narratives about their teaching practices.

Two senior EFL teachers in Java, Indonesia, were the participants in this study. One is from a state university and the other is from a private university. Both universities offer the same English education program, and one of the required subjects for students is critical reading. Several criteria are used to choose the possible participants. First, both lecture teachers have over ten years of experience teaching critical reading courses. Secondly, they also participate actively in worldwide reading education conferences and forums focused on reading and critical thinking. One of them is now pursuing his doctoral program, developing critical reading material as his dissertation topic. Last but not least, they had an intense eagerness to engage in the research. The chosen participants are displayed in Table 1

**Table 1. Participants selected for narrative inquiry analysis**

Participant	Place of work/institution	Teaching experience	Involvement in academic events	Current academic pursuits
L1	Higher institution at State University	More than 10 years of teaching	- Teach courses that are relevant to English skills, such as critical reading - Engage actively in research	Engaged in global reading education conferences/forums
L2	Higher institution at a private university	More than 15 years of teaching	Teach teachers relevant skills in English, such as critical reading and writing. Engage actively in research.	Puteacher, pursuing a doctoral program, proposes an e-module on the development of critical reading material. ment

Ultimately, two teachers agreed to participate in the study. The first participant is a male working at a private university, and the second is a female working at a state university.

Data were collected through a series of in-depth, semi-structured interviews with each respondent. The interviews aimed to gather detailed narratives about their experiences, strategies, and reflections on using dynamic pedagogy to foster critical thinking through reading. Each participant took part in three interview sessions, each lasting approximately 60 to 90 minutes, conducted over a three-month period.

**Table 2. Data collection process overview**

Data Method	Collection	Time spent	Focus of interview	frequency
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	(hours teacher)		
Zoom interviews	1	teacher backgrounds, teaching philosophies, and initial experiences with ereading	1
Zoom interviews	1	Specific strategies and practices used to integrate dynamic pedagogy in reading lessons	1
Zoom interviews	1	Reflections on outcomes, challenges, and adaptations in teaching practices	1

This table captures the essence of the data collection process, highlighting the focus areas of each interview and the time spent on them.

The interviews were recorded audio and transcribed word-for-word to ensure precision and support in-depth analysis.

The study includes semi-structured interviews with EFL teachers who have instructed student teachers in reading. The purpose of the interviews is to extract narratives from the instructor regarding their experiences and difficulties. It approaches teaching E reading, as well as their opinions on how these methods affect the critical thinking abilities of the student teacher. The interviews are directly transcribed from audio recordings.

Anonymous and confidential ethical principles of anonymity and confidentiality were upheld, and ethical standards were strictly followed throughout the research process. Informed consent was obtained from all participants prior to data collection, and measures were taken to protect their rights and privacy throughout the study.

It is essential to acknowledge the limitations of this study, which focused on only two EFL teachers within a specific institutional and geographic context. Additionally, the interpretivist nature of narrative inquiry presents inherent challenges related to researcher bias and the analysis of data. Nevertheless, reflexivity and thorough data analysis have been employed to reduce these limitations.

The method of narrative inquiry developed by Clandinin has three related(ing) dimensions: the temporal, spatial, and relational. We systematically applied these stages to the narratives of Mrs. Ayu and Mr. Arif (pseudonyms). "Critical reading indicators were adapted from Facione's (1990) framework and multimodal literacy studies, tailored to EFL digital learning, and validated by two experts."

First, the temporal aspect of this transformation was analyzed through the process of change from static pedagogy to dynamic pedagogy. Both participants were flexible and adaptable as they were able to adjust their practices in response to differing educational contexts and valued the use of technology in the classroom to improve learning.

They would constantly have to innovate, problem-solve, and adapt, and they continued to be open to this, keeping their professional learning up to date. What can be gleaned from their stories is a four-decade tale of the growth and strengthening of these practices, of their adaptation, and their proactive response to changing student needs.

Second, in Clandinin's approach, spatial analysis involves examining both literal and figurative spaces through which teaching and learning occur. Mrs. Ayu and Mr Arif developed engaging learning settings by adopting techniques in e-reading platforms and multimedia in their teaching. Such digital technologies not only contributed to collaborative learning but also improved student involvement and critical thinking. "Each activity targeted theory-based indicators—e.g., text analysis for "analyzing" and discussions for "explaining" and "evaluating"—and was expert-verified for objective and design alignment." Furthermore, teamwork with peers and a supportive environment within the institution were vital in

overcoming the obstacles to integrating lively pedagogy. Through the use of physical and virtual venues, Mrs. Ayu and Mr. Arif created an environment that fostered learning and development among the students.

Third, relational analysis seeks to examine the relationships and interactions among individuals within the educational context. Mrs. Ayu and Mr. Arif believe that working together and continually striving for improvement are the keys to overcoming barriers and achieving greater student learning outcomes. Their dedication to reflective practice included soliciting student feedback, collaborating with colleagues, and exploring new reading technologies. Between these relational dynamics, they created an atmosphere of growth and innovation in their schools. Moreover, their stories highlight the essential collaboration required for implementing dynamic pedagogical activities, underscoring the interdependence among faculty, students, and institutional support.

By considering time, place, and relationship, we can gain an overview and explore the stories of Mrs. Ayu and Mr. Arif in detail, examining how they influence changes in EFL teaching. Their stories illustrate the intersection of pedagogical change, environmental context, and relational dynamics in the development of effective teachers.

## Results

### **Research Question 1: How do EFL teachers utilize dynamic pedagogy in reading to foster critical thinking skills among student teachers?**

To address the first research question, how do EFL teachers utilize dynamic pedagogy in e-reading to foster critical thinking skills among student teachers? The analysis through the three-dimensional narrative space (Clandinin, 2006) Reveals the findings summarized in the following table.

### **Interaction and Social Context**

Based on Vygotsky's concept of social constructivism, Mr. Arif promotes the role of interaction in building and sharing knowledge. To increase student engagement and access to content, he utilizes digital resources, including Padlet and Google Classroom, as well as collaborative activities such as brainstorming. "Interaction is important for knowledge and for shaping students and teachers," he says. To apply this principle, Mr. Arif periodically holds brainstorming sessions in which students share ideas interactively. By using resources such as Padlet and Google Classroom, Koestler also collects class texts that can be accessed on students' devices, thereby maintaining engagement and improving accessibility.

On the other hand, Mrs. Ayu fosters a supportive learning environment where critical thinking is emphasized and developed through students' active involvement. She asks learners to critically examine ideas and gain a deeper understanding of the material through interactive reading exercises. These activities include linking, watching relevant media, and engaging in discussions. She says, "I believe in my teaching philosophy that student engagement and critical thinking are key." To put this philosophy into action, she creates tasks that compel students to engage actively with texts. I use interactive reading activities that ask students to engage with the text in various ways, such as following hyperlinks, watching related videos, and participating in online discussions. Through these pedagogical modes, her goal is to encourage critical thinking, provoke students' wonder and questioning, and foster deeper levels of understanding, which is the engagement we should strive for.

### Continuity and Temporality

To meet the demands of the digital world, they have both transitioned from printed materials to digital content. To enhance learning, Mr. Arif created an e-module in critical reading that embeds decision-making and problem-solving. Teachers had decided to adopt digital textbooks as they were students preferred digital format and easily accessible, the school had significant number of computer and internet facilities for student's use, had facilitated with eBooks and thus Mrs. Ayu approached the shift from printed to digital resources and had chosen to accompany with annotation tools which is a standard recommendation for interactive learning.

Stories from Mrs. Ayu's and Mr. Arif's experiences offer vivid examples of how EFL teachers incorporate dynamic pedagogy in reading to develop critical readers among their learners. Their stories are replete with examples of creative practices and learner-focused teaching practices that were developed in response to the changing demands of their learners and teachers. Moreover, here are their experiences, along with some of their testimony.

He no longer uses traditional print materials due to the advent of the digital age. "If the demands of the digital and high-tech era require new methods of teaching. E-reading is a more efficient approach because it saves both money and time. Students prefer digital texts because they are readily available on tablets or phones. He goes on to describe his adaptation as follows, "I developed an e-module for critical reading classes that combines a technology-based, text-centered teaching approach. Exercises include problem solving, information gap, jigsaw, opinion exchange, and decision making."

Mrs. Ayu has also adopted digital resources because they are student-friendly and easily accessible. "Originally, I only thought of traditional print materials. I have seen many advancements in teaching methods and technologies over the years. Regarding her transition, she comments, "The growing availability of digital resources, the desire to prepare students for a digital world, and student feedback about a preference for digital texts, all led to the change." Annotation tools in her teaching help Mrs. Ayu to make learning interactive and create a more engaging learning experience for the course content.

Through their teaching approaches, Mr. Arif and Mrs. Ayu have seen notable increases in the critical thinking abilities of their students. While Mrs. Ayu focuses on cases where students participated in online discussions, showcasing their capacity for research, argument formation, and critical response to opposing ideas, Mr. Arif provides examples of students who initially failed but improved through structured techniques.

Mr. Arif highlights the improvement in student critical thinking skills through structured strategies. He states, *"Students analyzing a journal article's introduction initially struggled. The step-by-step strategy clarified the procedure, leading students to seek clarity by asking questions."* This demonstrates how Mr. Arif's pedagogical approach encourages students to develop analytical skills and deepen their understanding through systematic learning processes.

Mrs. Ayu underscores the development of critical thinking through interactive debates. She describes, *"One group project stands out where students analyzed a controversial article, engaging in an online debate. They had to use critical thinking to research, formulate arguments, and respond to counterpoints."* This example illustrates how Mrs. Ayu's teaching methods foster students' abilities to critically evaluate information, articulate their viewpoints, and engage in meaningful intellectual discourse.

While teaching in their way, Mr. Arif and Mrs. Ayu witness a significant improvement in the students' critical thinking. While Mrs. Ayu deals with cases where students have effectively participated in online discussions as proof of their engagement in research, argument formation, and critical responses, Mr. Arif has handled cases of students who initially failed but then improved through specific programmed methods.

Mr. Arif emphasizes the benefits students will gain from increased critical thinking when they are given structured strategies. "Students initially had difficulty analyzing the introduction of a journal article," he says. "The piecemeal approach explained steps, and as such, students responded to a question to understand." It is just one example of how Mr. Arif's teaching approach fostered students' analytical process and learning systematically.

Mrs. Ayu highlights the cultivation of critical thinking during interactive debates. One group project that she recalls involved having students analyze a controversial article and participate in an online debate. They were forced to think critically, research, make an argument, and counter an argument." This demonstrates how Mrs. Ayu is teaching the students to be critical thinkers, able to present their ideas and discuss them in an intellectually stimulating manner.

### **Situation and Place**

Both teachers incorporate multimedia and web-based tools in their classrooms in efforts to enhance student participation and interaction with published literature. Unlike conventional one-on-one text-centric approaches, Mr. Arif stresses that digital reading programs are engaging because they encourage collaboration and participation. Although Mrs. Ayu recognizes that technology has presented some initial challenges, she wants to utilize technology to further enhance student participation and engagement in course content.

Mr. Arif focuses on digital reading activities that are collaborative and interactive. Using digital online spaces, such as Padlet or Google Classroom, as well as internet texts, made the texts we were engaging with accessible to students from their own devices. This allows for more collaborative interaction and engagement than print reading, in which students focus on reading their texts. This demonstrates how Mr. Arif utilizes technology to create a dynamic learning space that encourages students to be active in the classroom and engaged in their learning.

Mrs. Ayu discusses leveraging technology to enhance student engagement. There is a learning curve on both ends for me and the students at the beginning," she says. However, once we got through the technical adversity, the benefits were evident." "Students were active; they had the experience of interactive reading where they could browse through hyperlinks, watch related videos, or take part in online discussions," Mrs Ayu added. "The multimedia and digital tools are woven throughout, making it easier to engage deeply with course materials and create more active learning experiences."

### **Cultural, Institutional, and Educational Contexts**

Mr. Arif focuses on independent learning, using e-reading exercises that allow students to receive, process, and apply knowledge independently. Mrs. Ayu understands the value of these skills beyond the classroom. Her focus is on supporting the development of students' ability to critically and digitally analyse and interpret for academic and workplace contexts.

Arif stresses the significance of self-directed learning through e-reading. "E-reading creates autonomous learners who know how to analyze and utilize resources critically," he



says. This illustrates Mr. Arif's approach to promoting students as agents of their learning, a valuable tool for both academic and professional success, where decisions are made independently.

Mrs. Ayu has been involved in ICT for education and learning, focusing on developing digital literacy and critical analysis, and relating ICT to the academic and professional world. 'The skills that my students learn, like critical analysis, digital literacy, and how to do independent, unguided research, are important for academic and professional work. These Skills will prepare students not only for the classroom but also for a predominantly digital and knowledge-driven future workplace and life beyond the 21st century. Mrs. Ayu understands the broader context in which these skills are situated, as they are central to a knowledge economy and the wealth, health, and happiness of our country.

From the above derivatives, Mr. Arif and Mrs. Ayu, in teaching e-reading through a 3D narrative inquiry space, are shown to adopt dynamic approaches related to social processes, temporal changes, and environmental impact. Their strategies for developing critical thinking have proven successful through the creation of interactive, collaborative, and digitally connected learning environments.

**Research Question 2 (RQ2): What are the perceived outcomes and challenges of implementing dynamic pedagogy in reading to enhance critical thinking in EFL student teachers?**

We may examine the perceived benefits and difficulties of using dynamic pedagogy in e-reading to improve critical thinking in EFL student teachers based on the data and coding in the table.

**Enhanced Collaboration and Interaction**

According to Mr. Arif and Mrs. Ayu, student participation increased through interactive and cooperative activities, indicating that more collaboration and interaction can be achieved as a result of this method. Unlike printed reading, where students focus on their books alone, Mr. Arif said digital reading enables more collaboration and interaction. Mrs. Ayu emphasized the importance of incorporating interactive reading exercises, which involve students engaging with the text in various ways, such as watching related videos, clicking on hyperlinks, and participating in online forums. These activities were designed to encourage student participation and engagement, according to the teachers.

**Improved Comprehension and Critical Thinking Skills**

Additionally, understanding and critical thinking skills improve with experience. Mr. Arif explained that using Google Docs for cooperative logbooks increased engagement and understanding because it inspired participation. The feedback from students toward Mrs. Ayu was positive, with comments to the effect that e-reading was interactive and flexible, as well as an advance in their text analytical and critically engaged skills. In both cases, e-reading led to enhanced comprehension and memory of the material, the educators argued.

**Ease of Access and Cost Savings**

Another positive outcome was the convenience and time-saving benefits of accessing texts. Mr. Arif argued that students are happy with digital texts because they are accessible on mobile devices, and e-reading is more cost-effective and efficient. With a title online, you can search, save, and so on. E-reading prepares children for future challenges by developing critical thinking, digital literacy, and independent research skills that are applicable in academics and the workplace, said Mrs. Ayu.

### **Development of Critical Thinking Skills**

The teachers observed an increase in their students' critical thinking skills after adopting Facione's method. Students were also prompted to express their thoughts, analyze arguments, and engage in in-depth conversations through activities developed by Mr. Arif and Mrs. Ayu. These activities contributed to the development of analytical thinking skills, including interpretation, analysis, evaluation, inference, explanation, and self-regulation.

### **Varying Levels of Digital Literacy**

However, there were also negatives to dynamic pedagogy in e-reading. One of the major hurdles was the varied level of computer literacy throughout the class. Although there was a learning curve for both her and the students, Mrs. Ayu said, "The biggest challenge is dealing with the different levels of digital literacy" among the participants, Mr. Arif said. A further challenge was ensuring reliable access to devices and the internet. To overcome these technical problems, the two teachers had to offer training workshops, a troubleshooting guide, and a backup plan for the resources.

### **Technical Issues and Access to Devices**

Adapting to new teaching techniques was another challenging task. I also found it hard to adapt to the new teaching methods. Mrs. Ayu stated that the change was prompted by feedback from students and the growing availability of digital content. At the same time, Mr. Arif emphasized the need to adapt to new teaching methods in the digital era. There were also initial problems of ambiguity and interpretability. "After being guided step by step, students can analyze journal articles well under the instruction of Mr. Arif. Some children found digital tools more exciting than printed materials, said Mrs. Ayu.

### **Adaptation to New Teaching Method**

Mr. Arif stated that creating e-modules for critical reading classes, which incorporate both technology and text-based instruction, was a labor-intensive process. Peer assessment and frequent feedback were essential, as they helped Mr. Arif improve his students' argumentation and analytical skills through group projects and collective logbooks. However, although action-oriented pedagogy presented its challenges, there were numerous benefits, particularly in advancing the way EFL student teachers think critically and genuinely engage in e-reading.

### **Time-Consuming Preparation of E-modules**

The stories of Mrs. Ayu and Mr. Arif, as told through a narrative inquiry, demonstrate how dynamic pedagogy in reading plays a crucial role in promoting the critical thinking skills of EFL students. Their experiences underscore the need to accommodate new technologies and involve students using interactive techniques in supportive social and physical contexts. These stories offer invaluable lessons learned on teaching practices that work to advocate for critical thinking in an EFL setting, underlining the transformative power of reading on the conventional educational patterns.

### **Discussion**

The narrative analysis of EFL teachers using dynamic pedagogy in e-reading reveals several important insights. Mr. Arif and Mrs. Ayu's experiences provide concrete examples that align with broader research findings. "These findings affirm the instrument's relevance, validating

its theory and role in connecting traditional and digital pedagogy for future EFL improvements.”

### **Enhancing engagement with multimedia e-reading activities.**

Mr. Arif and Mrs. Ayu have both successfully integrated multimedia, texts, and interactive activities into their e-reading lessons. Not only does this increase student engagement, but it also diversifies the learning experience. Using collaborative features such as videos, hyperlinks, Google Docs (Olesen, 2020), and Padlets invites faculty to the explosion of digital information from teachers, students, and experts. It also encourages learners to collaborate in real-time on assignments and projects. This approach, therefore, facilitates deeper insights and the development of critical thinking.

With the rapid advancement of education, science, and technology, teachers' instructional methods are also evolving. For example, Mr. Arif has switched to electronic reading materials that are more easily accessible to students, saving both time and money. Similarly, Mrs. Ayu addressed students' preference for digital texts and the emergence of numerous e-resources. Flexible and dynamic teaching approaches improve learning outcomes and student engagement, supporting these changes (Barrot, 2015; Bernard et al., 2019). Since meeting students' evolving needs is important, Shanmugapriya et al. (2018) suggest that regularly updating teaching technology can help improve learning and engagement.

From the perspective of updating teaching technology, especially regarding e-reading, it requires digital literacy skills such as processing online information, evaluating receptive texts, and integrating multiple information points, among others (Nguyen & Habók, 2024). One of the three approaches where teachers can make the most impact is explicitly teaching these skills, which may include guiding students on how to create publishable online products, compare different logic and sources, or produce well-reasoned arguments.

Furthermore, e-learning platforms enable students to create and manipulate content, driving a transformative shift from passive knowledge consumers to active knowledge creators. Serious readers are deeply invested in finding solutions so we can continue doing what we love. These strategies are not only about managing academic reading but also about preparing students to analyze complex problems in the digital age. Students, as readers, journey through books and temporarily block out the world (Spjeldnæs & Karlsen, 2022). Activities that encourage students to develop multimedia presentations, annotate information, and curate digital libraries promote deep learning and critical thinking. These skills will enable students to evaluate, research, and communicate effectively, which is a highly positive outcome.

### **Fostering academic performance through real-time collaboration.**

Another important aspect is fostering positive social interactions between teachers and students. Mr. Arif encouraged participation in group work and collaboration, while Mrs. Ayu created a safe environment for students to share their fears and doubts. Research indicates that constructive learning environments enhance students' academic performance and critical thinking skills.

It is crucial to recognize that cooperation and mentoring, whether in the workplace or school, act as stepping stones to success. In their classes, Mrs. Ayu and Mr. Arif emphasized the importance of guiding and motivating students to work together collaboratively. While Mrs. Ayu emphasizes the value of peer interaction and group discussion in enhancing learning experiences, Mr. Arif collaborates with his colleagues to jointly develop his lessons. Research shows that dividing classes into sections and promoting collaborative professional development improve both teaching effectiveness and students' performance.

Additionally, active education fosters a cooperative learning environment where students participate and share their ideas. Teachers can provide feedback through discussion and debate by using papers and forums that support group interaction and peer feedback. This approach extends beyond traditional solitary reading activities, helping students build understanding by questioning, guiding, and supporting one another's learning. (Ferdig et al., 2002).

### **Learning from challenges to enhance teaching strategies.**

The simple idea of reflecting on what we have done well and what we have not done so well offers a helpful tool for reflection and ongoing professional growth. Mr. Arif and Mrs. Ayu faced challenges integrating e-reading, but they learned from their lessons and made adjustments. To account for differences in students' computer literacy, Mr. Arif provided clear instructions and descriptions of procedures. Mrs. Ayu overcame technical issues with some assistance through training sessions and troubleshooting guides. Teachers who practice reflection in the classroom are more effective and adaptable, according to studies. (Benade, 2015).

In e-reading, teachers must also acquire new knowledge for dynamic pedagogy, which is an essential part of their Continuous Professional Development (CPD), in order to implement effective dynamic pedagogy in e-reading (Norhagen et al., 2024).

To integrate technology into student teachers' pedagogical practices, concepts need to be provided. This also includes teaching and supporting the integration of new technologies, creating engaging e-reading activities, and tracking students' development of critical thinking skills. To collaborate and learn from one another, teachers must share best practices and participate in professional learning communities to enhance both their own teaching and student learning. These initiatives enable teachers to enhance student learning and foster critical thinking by effectively utilizing digital materials. (Norhagen et al., 2024). Professional Development courses have a substantial impact on the way students interact with digital tools across various academic subjects. PDCs help teachers equip their students with the tools needed to succeed in lifelong learning and better prepare them for today's digital challenges.

### **Strengthening critical thinking through debates and discussions.**

The main goal of a teacher should be to develop inquiring minds capable of critical thinking and to promote student-led learning. An advocate for critical thinking, Mr. Arif has incorporated concept maps, visual texts, and brainstorming exercises in both print and e-reading formats. To foster critical thinking and awareness, Mrs. Ayu also used discussions, group activities, Socratic questioning, and debate methods. Research indicates that when students are taught to think critically and become active learners, they perform better and develop a deeper understanding of the subject matter.

It is essential to acknowledge that cross-curricular e-learning facilitates the transfer of critical thinking skills across various domains, thereby linking academic knowledge to real-world situations. (Brauer et al., 2024). Educators can design projects that enable students to interpret texts from multiple perspectives, make connections across different disciplines, and solve historical problems. Whenever possible, an interdisciplinary approach is employed, enabling students not only to develop essential reading skills but also to prepare for future academic and professional challenges that require creative thinking and problem-solving.

There is a strong need for sources of independent thinking. Mr. Arif and Mrs. Ayu both encouraged autonomy and independent learning among their students. While Mr. Arif's students were actively engaged and improved in knowledge and understanding, Mrs. Ayu's students showed growth in their ability to evaluate and critically interact with texts. Studies

support the development of students' intellectual autonomy as a way to promote lifelong learning and adapt to changing situations. (Zimmerman, 2008).

Several inferences can be drawn about the critical thinking skills that emerge from dynamic pedagogies in e-reading, particularly about Peter Facione's Critical Thinking Framework. Mrs. Ayu and Mr. Arif included structured activities in their presentations designed to foster students' critical thinking development. Although Mr. Arif developed e-modules with problem-solving and information-gap activities, Mrs. Ayu used interactive reading exercises with annotation tools. Studies also show that structured assessment procedures improve students' critical thinking skills and academic performance. (Abrami et al., 2015; Brown, 2004).

### **Transitioning to electronic reading materials for accessibility and cost-effectiveness.**

Promoting teachers to create an environment that fosters lifelong learning helps keep them informed about the latest research, best practices, and cutting-edge pedagogies. Mr. Arif and Mrs. Ayu were equally active in developing their instructional capabilities. In addition to publishing his research, Mr. Arif guided other educational lecturers on how to adopt dynamic pedagogy and align in-class activities with research that could be published. "The teachers need patience and should be ready to learn with students, as Mrs. Ayu stressed." Lastly, Mrs. Ayu reiterated that it is great to be a teacher and help shape the potential future leaders of our country. The literature has reported a relationship between continued PD and sustained progress in measures of instructional improvement and student achievement (Webb et al., 2019; Zhang & Saab, 2021; Thwe & Kálmán, 2023).

Furthermore, by going digital, individual learning plans can be created tailored to each student's specific needs and interests. Academics can utilize the e-learning platform analytics to identify aspects of the course that students are struggling with and adjust their teaching strategies accordingly. (Hase & Kuhl, 2024).

Such flexibility is designed to support the development of each student's critical thinking, offering a measure of autonomy and flexibility throughout the learning process.

To sum up, reflecting on Mr. Arif and Mrs. Ayu's experiences in reading provides valuable insights into how these dynamic strategies are employed in the classroom to enhance students' critical thinking. Educators can find great ideas for enhancing their teaching, emphasizing critical thinking and student engagement, and fostering a collaborative, reflective learning environment. These lessons encourage teachers to accept change, seek mentorship, reflect on themselves, and focus on the overall development of students.

### **Conclusion**

In conclusion, the narrative inquiry of Mrs. Ayu and Mr. Arif offers valuable insights into the life-transforming impact of dynamic pedagogy in EFL teaching, particularly in developing critical thinking skills through e-reading. Their stories emphasize the importance of being flexible, working as a team, and reflecting on the process of implementing new teaching methodologies effectively.

Their experiences highlight the importance of flexibility, collaboration, and reflection in transitioning to a new teaching approach in practice. In all of their stories, Mr. Arif and Mrs. Ayu demonstrated a commitment to reflection, collaboration, and continuous growth. It is the teachers' key function to create stimulating and practical learning situations, and it is they who are only too eager to modify their teaching styles, utilize digital materials, and address problems head-on.

Clandinin's narrative inquiry method, which focuses on a pair of individuals and their real-life stories and experiences, provides a solid framework for investigating the complex

phenomenon of teaching English as a foreign language. Through this approach, we gained practical insights into leveraging digital technologies to support student learning outcomes and foster critical thinking skills.

Finally, both Mr. Arif's and Mrs. Ayu's stories reveal that a dynamic pedagogy does work in EFL. Hence, as teachers integrate digital tools into their classroom instruction, digital assets such as textbooks will not only help improve students' literacy levels but also provide educators with resources to restructure their classrooms into creative, inclusive learning spaces where students can think critically and succeed in the digital age. For educators seeking to improve and create an environment that empowers them to be more innovative in their teaching, these resources offer both a real-world lesson and a wellspring of encouragement.

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