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Integrating Digital Multiliteracy-Based Grammar Instruction to Enhance EFL Students' Critical Thinking in Islamic Higher Education

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ABSTRACT

This study investigates the effectiveness of integrating digital multiliteracy-based grammar instruction in enhancing EFL students' critical thinking skills within the context of *Universitas Ma'arif Lampung* (UMALA). Amid the rapid digital transformation and the unique values of Islamic education as embodied by UMALA's vision of being "Unggul, berwawasan global dan berkarakter Islam Ahlussunah Wal Jama'ah An Nahdliyah," traditional grammar teaching often remains teacher-centered and rule-focused, failing to foster higher-order thinking aligned with 21st-century demands. This quasi-experimental research employed a sequential explanatory mixed-methods design involving 64 EFL students from the Tadris Bahasa Inggris (TBI) program at UMALA. Quantitative data were gathered through pre- and post-tests using the Watson-Glaser Critical Thinking Appraisal (WGCTA) and a grammar proficiency test, analyzed using ANCOVA. Qualitative data from semi-structured interviews (n=12), classroom observations, and student reflective journals were analyzed using thematic analysis. Findings revealed a significant improvement in critical thinking skills ($F=21.56$, $p<0.001$, $\eta^2=0.32$) and grammar proficiency ($F=17.23$, $p<0.001$, $\eta^2=0.28$) in the experimental group compared to the control group. Qualitative results identified four key themes: enhanced analytical reasoning, contextual grammar awareness, increased engagement in digital learning environments, and integration of *Ahlussunnah wal Jama'ah* values into critical literacy practices. This study contributes a novel pedagogical model that bridges digital multiliteracies with grammar instruction, offering practical implications for EFL educators in Islamic higher education seeking to cultivate critical thinking while preserving value-based learning environments rooted in the *Nahdliyyin* tradition.

Keywords: *Digital Multiliteracy, Grammar Instruction, Critical Thinking*

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INTRODUCTION

The rapid advancement of digital technology has fundamentally reshaped English language teaching, particularly in English as a Foreign Language (EFL) contexts. In Indonesia, the shift toward digital learning environments has accelerated, yet the integration of digital literacy into language pedagogy remains uneven, especially within Islamic higher education where traditional approaches often prevail. *Universitas Ma'arif Lampung* (UMALA), an Islamic University in Metro, Lampung, under the auspices of Nahdlatul Ulama (NU), is committed to its vision of becoming "Unggul, berwawasan global dan berkarakter Islam Ahlussunah Wal Jama'ah An Nahdliyah". However, like many Islamic higher education institutions, UMALA faces the challenge of modernizing its EFL pedagogy while remaining true to its religious and cultural identity. The 21st-century learning paradigm demands that students master linguistic

competencies and develop critical thinking skills for navigating complex, multimodal information landscapes (González-Pérez & Ramírez-Montoya, 2022). A growing body of research highlights the urgency of transforming conventional grammar instruction—historically focused on rote memorization and drills—into dynamic, student-centered approaches that foster analytical reasoning (Teng, 2020; Zhang, 2021). This transformation is particularly relevant in universities like UMALA, where critical thinking is both an educational goal and a religious imperative, drawing upon the tradition of *tadabbur* (contemplation) and *ijtihad* (independent reasoning) as practiced within the *Ahlussunnah wal Jama'ah* framework (Bensaid, 2021).

Observations at UMALA's *Tadris Bahasa Inggris* (TBI) program revealed persistent challenges in EFL grammar instruction. Preliminary classroom observations (August–October 2024) showed that 78% of grammar lessons relied on teacher-centered lectures with decontextualized worksheets focused on error correction. Focus group discussions with 30 EFL students found that 83% perceived grammar learning as tedious and rule-bound, disconnected from real-world communication needs. One student noted, "I memorize the formulas for present perfect tense, but I never think about why a news article uses this tense instead of simple past." This sentiment underscores a critical gap: grammar instruction fails to engage students in higher-order thinking such as analyzing author intent or evaluating linguistic choices in digital texts. These observations align with national assessments showing Indonesian EFL students' critical thinking skills remain low (Sulistyo & Suharmanto, 2020). The lack of explicit digital literacy integration in grammar classrooms leaves students ill-equipped to critically evaluate English-language digital content they encounter daily.

The concept of multiliteracy, introduced by the New London Group (1996) and elaborated by Cope and Kalantzis (2015), offers a transformative framework for reimagining language education. Multiliteracy pedagogy extends traditional literacy to encompass multimodal meaning-making across diverse contexts (Smith, 2020). Its pedagogical cycle—situated practice, overt instruction, critical framing, and transformed practice—provides a structured approach for integrating digital literacy into language instruction. Recent studies in Indonesian EFL contexts have demonstrated multiliteracy pedagogy's potential to enhance engagement, critical thinking, and digital literacy (Widodo & Handayani, 2021). However, these studies have predominantly focused on reading and writing courses, with limited attention to grammar instruction. This is a significant oversight, as grammar is a dynamic meaning-making resource whose usage varies across contexts, genres, and modalities. As systemic functional linguists argue, grammatical choices are always ideologically and contextually motivated, making grammar instruction an ideal site for developing critical literacy (Gebhard, 2021). Therefore, integrating multiliteracies into grammar teaching is both timely and necessary.

Critical thinking is widely recognized as an essential 21st-century skill, yet its integration into EFL grammar instruction remains underexplored in Islamic higher education. Bloom's Taxonomy positions critical thinking at higher cognitive levels—analyzing, evaluating, creating—requiring learners to move beyond recall (Sternberg, 2021). In Indonesia, the *Merdeka Belajar* curriculum mandates critical thinking development across subjects, but teachers face challenges due to lack of training and overreliance on standardized assessments (Mulyasa, 2020). Within Islamic higher education, some educators worry that Western-derived critical approaches may conflict with traditional reverence for authority. However, a growing movement argues that critical thinking aligns with Islamic concepts like *tadabbur*, *tafakkur*, and *ijtihad* (Kadi & Ozdemir, 2021). At UMALA, this alignment is further strengthened by the university's *Ahlussunnah wal Jama'ah* identity, which encourages reasoned interpretation and contextual understanding (Hasan, 2020).

Prior research has explored enhancing critical thinking through language instruction, but few studies have systematically examined the intersection of digital multiliteracies and grammar teaching. Sağkol (2022) found that grammar teaching based on Bloom's Taxonomy improved Turkish EFL students' grammar competency, while technology-enhanced interventions using Web 2.0 tools have reported improved engagement but not systematic higher-order thinking (Huang, 2020). Studies using Systemic Functional Grammar to analyze

grammar choices in digital media remain largely theoretical (Chen, 2021). Notably, no published research has examined a pedagogical model integrating digital multiliteracies with grammar instruction specifically within an NU-affiliated university like UMALA. The urgency of addressing this gap is underscored by challenges faced by UMALA. The university enrolls many EFL students from backgrounds emphasizing rote learning, yet these students are avid digital media consumers (Rachman, 2021). Research on digital literacy among Islamic university students reveals that critical digital literacy—evaluating source credibility, detecting bias—remains underdeveloped (Habibi, Mukminin, & Sofyan, 2021). Thus, grammar instruction reconceptualized as analyzing authentic digital texts could simultaneously develop linguistic accuracy and critical digital literacy.

The present study is motivated by the unique affordances of UMALA as a site for transformative pedagogical innovation. As an NU university, UMALA emphasizes values such as *tawassuth* (moderation), *tawazun* (balance), and *tasamuh* (tolerance), which align closely with the critical literacy practices of questioning assumptions and considering multiple perspectives. The university's vision of producing graduates with an *Ahlussunnah wal Jama'ah* character encourages students to engage in *tadabbur*, or deep contemplation, of texts—a skill that can be extended to digital media. The Ministry of Religious Affairs has encouraged EFL innovation for the digital era, but lecturers lack concrete models for integrating digital multiliteracies into grammar teaching (Kementerian Agama RI, 2020). Therefore, this study aims to design, implement, and evaluate an integrated digital multiliteracy-based grammar instructional model.

METHOD

This study employed a sequential explanatory mixed-methods design, prioritizing quantitative data collection followed by qualitative data to explain the findings (Creswell & Poth, 2018). This design was selected because it allows researchers to first establish statistical effectiveness through experimental methods and then explore processes, perceptions, and contextual factors. The quantitative phase adopted a quasi-experimental, non-equivalent control group pretest-posttest design, as random assignment was not feasible due to intact class schedules and institutional policies. This design balances internal validity with ecological validity in naturalistic educational settings (Bryman, 2021). The qualitative phase employed semi-structured interviews, classroom observations, and document analysis of student reflective journals, enabling triangulation and comprehensive understanding of the intervention's implementation and reception (Flick, 2020).

The study was conducted over 14 weeks at *Universitas Ma'arif Lampung* (UMALA), a private Islamic university located in Metro, Lampung, Indonesia. UMALA is an NU-affiliated university that was established in 1987 as a *Sekolah Tinggi Agama Islam* (STAI) and officially became a university in 2022. The university has a Faculty of Tarbiyah and Teacher Training, which includes the *Tadris Bahasa Inggris* (TBI) program. The target population comprised second-semester EFL students enrolled in "English Grammar" courses within the TBI program, and a purposive convenience sampling technique was employed (Campbell et al., 2020). The sample comprised 64 students (experimental group n=32; control group n=32), with power analysis indicating sufficient size to detect a medium-to-large effect (Cohen's d=0.65, α=0.05, power=0.80). Participants aged 19–22 years (M=20.4, SD=0.9), 73.4% female, had 8–10 years of English study, 100% smartphone access, 92.2% internet connectivity, and all provided informed consent.

Table 1: Participant Demographics and Group Assignment

Variables	Experimental Group (n=32)	Control Group (n=32)	Total (N=64)
Gender Female	23 (71.9%)	24 (75.0%)	47 (73.4%)
Male	9 (28.1%)	8 (25.0%)	17 (26.6%)
Age (years) Mean (SD)	20.5 (0.8)	20.3 (1.0)	20.4 (0.9)
Previous English Study (years)	9.2 (1.1)	9.0 (1.3)	9.1 (1.2)

Smartphone ownership	32 (100%)	32 (100%)	64 (100%)
Laptop/computer	24 (75.0%)	22 (68.8%)	46 (71.9%)
Daily internet usage (hours)	6.8 (1.5)	6.9 (1.7)	6.85 (1.6)

Quantitative data were collected through two primary instruments administered as pretests and posttests. First, the adapted Watson-Glaser Critical Thinking Appraisal (WGCTA) Short Form measured five subdomains: inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments (Watson & Glaser, 2010). The adapted instrument comprised 40 multiple-choice items, with validity established through expert review and pilot testing (Cronbach's α=0.89 for the full scale). Second, a grammar proficiency test was developed based on the course syllabus and CEFR B1-level specifications, covering 12 target structures through 50 items. Following expert validation, the grammar test demonstrated strong internal consistency (Kuder-Richardson Formula 20=0.87) and parallel-form reliability (r=0.84), with both instruments administered under standardized 90-minute conditions.

The experimental group received the Digital Multiliteracy-Based Grammar Instruction (DMB-GI) model through 12 weekly 100-minute sessions following a four-phase structure (Cope & Kalantzis, 2015). Phase 1 (Situated Grammar Engagement, 20 minutes) used authentic digital texts like Instagram captions and TikTok comments for pattern identification. Phase 2 (Overt Grammar Instruction, 25 minutes) provided explicit explanation of form, meaning, and use using digital examples. Phase 3 (Critical Grammar Framing, 35 minutes) guided students to analyze how grammatical choices construct ideologies, and Phase 4 (Transformed Grammar Practice, 20 minutes) involved producing multimodal digital content using platforms like Padlet, Canva, and Instagram. The control group received conventional grammar instruction using a textbook with decontextualized drills and teacher-led lectures, without digital integration or critical framing.

Qualitative data were collected during the final four weeks of the intervention. Semi-structured interviews were conducted with 12 purposively selected students from the experimental group, stratified by critical thinking gain scores (high, medium, low) (Patton, 2015). Each interview lasted 35-50 minutes, was audio-recorded, and transcribed verbatim. Six classroom observations were conducted by two independent research assistants. Additionally, all experimental group students submitted weekly reflective journals, with a purposive sample of 80 journal entries selected for thematic analysis.

Data analysis proceeded in two sequential phases using SPSS version 28 for quantitative data and NVivo 14 for qualitative data. For quantitative analysis, descriptive statistics were calculated, independent-samples t-tests confirmed no significant pretest differences between groups (critical thinking: $t(62)=0.38$, $p=0.71$), and separate one-way ANCOVAs were conducted with pretest scores as covariates (Field, 2018). Assumption checks confirmed normality, homogeneity of regression slopes, and homogeneity of variances, with effect sizes reported as partial eta squared (η^2) using Cohen's (1988) thresholds. Qualitative data were analyzed using Braun and Clarke's (2022) six-phase thematic analysis, with two coders independently coding 20% of the data and achieving good inter-rater reliability (κ=0.81).

HASIL DAN PEMBAHASAN

The quantitative results provide compelling evidence for the effectiveness of the DMB-GI model. Descriptive statistics (Table 2) show that while both groups improved from pretest to posttest, the experimental group exhibited substantially larger gains. For critical thinking, the experimental group's mean score increased from 58.3 (SD=6.8) to 78.5 (SD=6.2), a gain of 20.2 points (34.7% improvement), whereas the control group gained only 6.9 points (11.9%). For grammar proficiency, the experimental group's scores rose from 55.4 (SD=8.2) to 80.3 (SD=6.9), a gain of 24.9 points (44.9%), compared to the control group's gain of 12.4 points (22.6%).

Table 2: Descriptive Statistics of Pretest and Posttest Scores

Dependent Variable	Group	n	Pretest Mean (SD)	Posttest Mean (SD)	Mean Gain	% Gain
Critical Thinking	Experimental	32	58.3 (6.8)	78.5 (6.2)	20.2	34.7%

	Control	32	57.9 (7.1)	64.8 (7.4)	6.9	11.9%
Grammar Proficiency	Experimental	32	55.4 (8.2)	80.3 (6.9)	24.9	44.9%
	Control	32	54.8 (8.5)	67.2 (8.3)	12.4	22.6%

The ANCOVA results for critical thinking posttest scores revealed a statistically significant main effect of instructional condition, $F(1, 61)=21.56$, $p<0.001$, partial $\eta^2=0.32$. This large effect size indicates that the DMB-GI model accounted for 32% of the variance in posttest scores after controlling for pretest performance. For grammar proficiency, ANCOVA yielded a significant main effect, $F(1, 61)=17.23$, $p<0.001$, partial $\eta^2=0.28$. The qualitative findings revealed four overarching themes. The first theme, *enhanced analytical reasoning through multimodal text analysis*, showed that students developed abilities to identify implicit meanings and detect bias. One student noted, "Now when I see 'mistakes were made,' I immediately ask, 'Who made the mistakes? Why is the actor hidden?'" The second theme, *contextual grammar awareness*, captured how students moved from viewing grammar as fixed rules to recognizing it as a flexible meaning-making resource. The third theme addressed *engagement and motivation in digital learning environments*, with 11 of 12 interviewed students preferring the DMB-GI model. The fourth theme—*integration of Ahlussunnah wal Jama'ah values into critical literacy practices*—emerged as distinctive. Students connected critical grammar analysis to *tadabbur* (deep contemplation) and *tabayyun* (verification). One student explained, "When we analyzed how grammar can manipulate meaning in online news, I realized that grammar analysis is actually a tool for *tadabbur*."

DISCUSSION

The findings of this study provide robust evidence that the Digital Multiliteracy-Based Grammar Instruction (DMB-GI) model significantly enhances critical thinking and grammar proficiency among EFL students at Universitas Ma'arif Lampung. The large effect sizes observed ($\eta^2=0.32$ for critical thinking and $\eta^2=0.28$ for grammar proficiency) surpass those typically reported in language teaching intervention studies, where average effect sizes range between 0.12 and 0.15 (Plonsky & Oswald, 2014). This substantial educational impact suggests that integrating digital multiliteracies into grammar instruction creates a more powerful learning environment than traditional, decontextualized approaches. The results align with the broader call for 21st-century skills integration in Islamic higher education, as emphasized by González-Pérez and Ramírez-Montoya (2022), who argued that digital and critical competencies are essential for modern learners. Consequently, the DMB-GI model offers a promising solution to the long-standing problem of disengaged, rule-bound grammar instruction in Indonesian EFL contexts (Teng, 2020).

The differential pattern of gains across critical thinking subdomains provides valuable insights into how the DMB-GI model specifically enhances higher-order thinking. The largest improvements were observed in "evaluation of arguments" (23.5-point gain) and "recognition of assumptions" (21.8-point gain), which are precisely the skills targeted during the critical framing phase of the multiliteracy pedagogical cycle (Cope & Kalantzis, 2015). During this phase, students were explicitly trained to interrogate how grammatical choices construct evaluative stances, hide agency, and embed ideological assumptions in digital texts. This finding directly supports Sari and Wijaya's (2023) assertion that grammar instruction, when viewed through a systemic functional linguistics lens, can serve as an ideal site for developing critical literacy. In contrast, traditional grammar teaching focuses primarily on form recognition and rule application, which correspond only to lower-order cognitive skills (Zhang, 2021).

The more moderate but still significant gains in "deduction" (16.4 points) and "inference" (15.1 points) suggest that these cognitive skills may require more extended practice or more explicit instructional scaffolding. Unlike evaluation and assumption recognition, which were directly practiced through critical framing activities, deduction and inference were embedded within the situated grammar engagement phase where students identified patterns in authentic digital texts. This observation aligns with Sternberg's (2021) framework of critical thinking, which distinguishes between analytical, creative, and practical dimensions, each

requiring different instructional approaches. Future implementations of the DMB-GI model might benefit from adding targeted mini-lessons on logical deduction and inferential reasoning, as recommended by Chen (2021) in the context of systemic functional grammar pedagogy. Nevertheless, the overall pattern confirms that critical thinking is not a generic skill but domain-specific, developing most effectively when taught within meaningful disciplinary content (Sternberg, 2021).

The finding that the DMB-GI model produced particularly strong grammar gains on contextual application items (compared to control group's improvement on recognition items) supports the multiliteracy framework's foundational premise. As argued by Smith (2020), grammar learning should not be separated from authentic, multimodal contexts, because grammatical knowledge is inherently tied to meaning-making in specific genres and registers. Repeated exposure to the same grammatical structure across different digital genres—Instagram captions, TikTok comments, YouTube videos—enabled students to develop flexible, generative grammatical knowledge rather than rigid, context-bound rules. This finding challenges the persistent assumption in many Indonesian EFL classrooms that grammar must be taught through decontextualized drills before any application in communication (Mulyasa, 2020). Instead, the DMB-GI model demonstrates that situated practice and critical framing can coexist with overt instruction from the very beginning of the learning process.

The accelerated learning trajectory of initially low-proficiency students in the experimental group is a particularly significant finding for Islamic higher education institutions like UMALA, which enroll students with widely varying English backgrounds. Students with pretest scores below 50 improved by an average of 33.3 points over 12 weeks, narrowing the achievement gap with high-proficiency peers. This compensatory effect can be attributed to the model's heavy reliance on multimodal digital texts, which provide multiple entry points for learners at different proficiency levels (Huang, 2020). As noted by Widodo and Handayani (2021), multiliteracy pedagogy naturally differentiates instruction because visual, audio, and linguistic modes support each other, reducing the cognitive burden on weaker language learners. This finding has important implications for equity-oriented pedagogy in Indonesian Islamic higher education, where resources and prior learning opportunities often vary dramatically (Habibi, Mukminin, & Sofyan, 2021).

The first qualitative theme—enhanced analytical reasoning through multimodal text analysis—provides direct evidence for how the DMB-GI model develops critical thinking in ways that standardized tests alone cannot capture. Students' spontaneous use of questions like "Who is hidden?" and "Why is the actor hidden?" indicates internalization of critical reading strategies that extend beyond the grammar classroom into general digital literacy practices. This aligns with Gebhard's (2021) work on systemic functional linguistics and critical literacy, which emphasizes that grammatical choices are never neutral but always reflect power relations and ideological positions. Classroom observations documented extended small-group discussions where students compared how different grammatical constructions (e.g., active vs. passive voice, conditional clauses) create different relationships between writer and reader. Such analytical habits, once developed, are likely to transfer to students' consumption of English-language news, social media, and academic texts (Chen, 2021).

The second qualitative theme—contextual grammar awareness—captures a fundamental reconceptualization of grammar from fixed rules to flexible meaning-making resources. Students reported moving from viewing grammar as "formulas to memorize" to understanding it as a "tool for communication" that varies across contexts and purposes. This finding addresses the long-standing critique that traditional grammar instruction positions grammar as an end in itself rather than a means for achieving communicative goals (Teng, 2020). The transformed practice phase, where students created their own multimodal digital content (e.g., memes, short videos, Instagram posts), appeared particularly effective in deepening this contextual awareness. As noted by Zhang (2021), when learners are required to produce texts for real audiences, they must make deliberate grammatical choices based on genre expectations and reader needs. This active construction of knowledge aligns with

constructivist theories of learning, which argue that meaningful learning occurs when learners engage in authentic tasks (Vygotsky, 1978, as cited in Teng, 2020).

The third theme—increased engagement and motivation in digital learning environments—confirms that the DMB-GI model successfully addresses the motivational deficit commonly reported in traditional grammar instruction. Nearly all interviewed students (11 of 12) preferred the digital multiliteracy approach, with one student stating, "Using Instagram and TikTok for grammar analysis makes sense because that's where we actually use English in real life." Classroom observations recorded on-task engagement at 92% during digital activities compared to only 64% during traditional lecture segments, a difference that likely contributed to the experimental group's superior learning outcomes. However, two students noted challenges with internet connectivity and the initial learning curve for some digital tools, highlighting the persistent digital divide in Indonesian higher education (Habibi et al., 2021). As Huang (2020) cautioned, technology-enhanced learning models must be implemented with attention to equity and access, including providing offline alternatives and technical support for students with limited resources.

The most distinctive finding of this study—the spontaneous integration of *Ahlussunnah wal Jama'ah* values into critical literacy practices—is a unique contribution to the literature on EFL instruction in NU-affiliated universities. Students actively connected critical grammar analysis to Islamic ethical principles such as *tadabbur* (deep contemplation), *tabayyun* (verification), and *tawassuth* (moderation), viewing grammar analysis as a form of religiously mandated reasoning. This finding challenges the assumption, sometimes held by both Western educators and conservative Muslim communities, that critical thinking necessarily implies a secular, anti-authoritarian stance that conflicts with religious values (Bensaid, 2021). Instead, as Kadi and Ozdemir (2021) argue, Islamic intellectual traditions have always valued *ijtihad* (independent reasoning) and *tafakkur* (reflection), which are entirely compatible with critical literacy practices. By framing critical grammar analysis as an extension of indigenous Islamic scholarly practices, educators at UMALA can help students see critical thinking as consistent with, rather than threatening to, their religious identity (Hasan, 2020).

The study also revealed several challenges and limitations that inform future implementations of the DMB-GI model. Cognitive overload during weeks 2-4, where students struggled to simultaneously attend to grammatical accuracy and critical content, highlights the need for more gradual scaffolding in early phases (Sweller, 2020). In future iterations, instructors might initially separate form-focused activities from critical analysis, integrating them only after students develop automaticity in basic grammatical recognition. Digital divide issues—25% of students reported occasional internet connectivity problems, and 18.8% lacked personal laptops—point to the need for institutional investment in infrastructure and the development of low-tech offline options. Finally, the small minority (3 of 32) who expressed initial discomfort with questioning textual authority suggests that critical pedagogy in Islamic contexts requires careful framing as responsible, reflective engagement consistent with *ijtihad* and *tadabbur* (Bensaid, 2021). Despite these challenges, the DMB-GI model offers a replicable, value-congruent pedagogical approach for EFL educators in Islamic higher education seeking to cultivate critical thinking while preserving culturally and religiously responsive learning environments

CONCLUSSION

This study demonstrated that the Digital Multiliteracy-Based Grammar Instruction (DMB-GI) model significantly enhances EFL students' critical thinking skills and grammar proficiency at *Universitas Ma'arif Lampung* (UMALA), with large effect sizes (η^2=0.32 and η^2=0.28, respectively). The sequential explanatory mixed-methods design revealed not only quantitative effectiveness but also qualitative processes: enhanced analytical reasoning, contextual grammar awareness, increased engagement, and—distinctively—integration of *Ahlussunnah wal Jama'ah* values such as *tadabbur* and *tabayyun* into critical literacy practices. These findings demonstrate that grammar instruction, when reconceptualized within a multiliteracy framework, can serve as a powerful vehicle for developing higher-order thinking

while respecting and leveraging Islamic educational values. The DMB-GI model offers a replicable, evidence-based pedagogical template for EFL educators in Islamic higher education, seeking to prepare students for the digital age without sacrificing cultural and religious relevance

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