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Developing Critical-Creative Literacy (CCL) Measurement Tools for Measuring Practical Needs and CCL Skills Levels in the Argumentative Writing Course

This article is a part of research and development (R&D) using the ADDIE model. It aims to develop a measurement tool for assessing the practical needs and critical and creative literacy (CCL) skills integrated into an argumentative writing course, which is a core curriculum in undergraduate English education at higher education institutions. CCL skills emphasize integrating the thinking process and objects of what to think, which are essential for EFL learners to enhance focusing, analyzing, reasoning, evaluating, drawing implications, and elaborating skills needed in the argumentative writing course. A set of survey questionnaires was developed with sixty items using a five-Likert scale format to measure gaps in the current and expected conditions of the CCL skills. These skills are also incorporated into the analytical writing rubrics for measuring argumentative writing performance. The measurement tools consist of seven domains: analysis (10 items), focusing (8 items), making inferences (9 items), reasoning (11 items), drawing implications (7 items), evaluating (12 items), and elaborating (10 items). The empirical results of the seven domains showed that all items are valid and reliable. The overall Cronbach's alpha coefficients of the items in the seven domains almost reached 1.0, indicating a high internal consistency within the scale. The high scores in the inter-item correlation matrix further demonstrated a strong correlation within the domains. As a result, the developed measurement tools for CCL skills can effectively assess the practical needs of these skills integrated into the argumentative writing course at the higher education level.

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