Critical Literacy in an Indonesian EFL Setting:

Sustaining Professional Learning

By

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Submitted in fulfilment of the requirements for the degree of

Doctor of Philosophy

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June, 2014
I am the author of the thesis entitled

Critical Literacy in an Indonesian EFL Setting: Sustaining Professional Learning

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Abstract

This study investigates factors leading to the successful design and implementation of critical literacy pedagogy in an English as a Foreign Language (EFL) class at a secondary school in the city of Bandung, West Java province, Indonesia. In examining the process of innovation through which critical literacy teaching is designed and introduced to the classroom, this thesis focuses on the interdependent factors that lead to the teacher’s professional learning of critical pedagogy and to the students’ learning of critical literacy skills. The Four Dimensions model (Lewison, Flint & Van Sluys, 2002) is used both as a pedagogical framework and as an analytical tool. The study is significant because of its relevance to the new 2013 Indonesian Curriculum and more generally to the post Suharto reform era and also because of the relative scarcity of critical literacy studies in Asian secondary EFL classrooms.

Participants include one English teacher and 39 students at Year 11 level. Drawing on principles of teacher education and school-university partnership (Darling-Hammond, 2010), the practitioner research (Zeichner & Noffke, 2001) employed in the study includes a professional learning program for the participating teacher. The model of professional learning, embracing action learning cycles, coaching, and modelled lessons was designed to develop the participating teacher’s knowledge and practice of critical literacy. Data were formed from classroom observations, interviews with the teacher and students, and students’ reflective journals and work samples. Data were analysed using classroom discourse analysis (Gee, 2004), the Four Dimensions model to investigate students’ critical literacy development and finally a language development continuum from the Victorian Department of Education and Early Childhood Development (DEECD, 2009) to examine students’ work samples.

Findings suggest that although some challenges and limitations were identified, the prospects for successfully implementing critical literacy pedagogy in an EFL class in Indonesia are promising. Successful implementation in the classroom studied appears to rely on an integration of the approach taken to pedagogy in the classroom with the approach taken to professional learning.
The teaching learning relationships between the teacher and the students, and between the teacher and the teacher educator, mirror each other in that they are informed by common principles of respect, collaboration, and reflective and action-based learning. Critical literacy pedagogy assists the teacher to transform his teaching practice from a “banking” or transmissive approach to one aligned with a “critical pedagogy” (Freire, 1970). Critical literacy pedagogy appears to have helped students to become more critical, tolerant and socially aware. Students’ written language also shows improvement in greater use of more complex English structures. Students’ motivation in English learning is also enhanced.
1.1 Introduction

With the emergence of information technologies and media, both teachers and students of English as Foreign Language (EFL) face challenges related to teaching and learning how to read, write, listen and speak in English. Mastery of a traditional set of language skills is no longer adequate for EFL students in the twenty-first century (Harste, 2003) who are expected to be able to evaluate information from multiple sources, both online and printed media, and develop their critical capacities in reading, writing, listening, and speaking in English. In line with these changing demands, EFL teachers, especially in secondary school, face broad challenges in learning how to provide a critical English education to their students. In particular, they need to learn what language and literacy education can do to nurture or disrupt existing power relations, critique canonical texts and help students to construct critical texts in an effort to establish social justice (Morrell, 2005).

These challenges arise with particular force in an Indonesian setting. A reform of English language teaching is an important part of the national education agenda and of great importance to the nation (Emilia, 2005). There are several reasons for this. First, English language teaching in Indonesia has been criticised as focussing mostly on grammar memorization (Dardjowidjojo, 2003; Emilia, 2005; Alwasilah, 2001), with insufficient attention to knowledge and skills to foster students’ critical thinking (Alwasilah, 2001). Grammatical knowledge in language learning plays a significant role in developing learners’ language. An approach, however, that overemphasises the teaching of grammar mastery will limit students’ ability to focus on higher-order thinking skills (Alwasilah, 2002).

The need to include higher-order thinking skills in English language teaching also became more relevant following the fall of the second President, Soeharto, in May 1998, which marked the beginning of the Reform Era in Indonesia. The Reform Era has provided a new beginning for the Indonesian people and offers them an opportunity to be free from totalitarian rule and to establish a socially-just society with a critical, democratic, tolerant and open-minded citizenry.
Building tolerance and respect for diversity is imperative given the fact that Indonesia consists of more than 300 different ethnic groups. Development of critical and democratic values in all sectors of education including language education is consequently timely and important and the teaching of critical literacy may help achieve this development.

This thesis is accordingly about the journey of a teacher, his students and myself (both as researcher and teacher) in our attempt to design and implement a critical literacy-based approach to the teaching of English in an Indonesian secondary school in the city of Bandung, West Java province, Indonesia. The aim is to use this small scale project to explore the challenges faced and supports needed to assist a classroom teacher in a non-privileged Indonesian secondary school to make his English teaching pedagogy a more critical one, with the hope that this study will suggest future directions for larger scale change.

1.2 The need for English language teaching reform in Indonesia

In this section I argue that although Indonesia has undergone at least 11 curriculum changes (Kemendikbud, 2012) current English teaching from primary to college levels is still far from ideal (Alwasilah, 2001). Here I also draw a link between critical literacy, as the objective of this research, and the national philosophy of Indonesia, Pancasila.

While the idea of critical literacy is given little explicit attention in the Indonesian curriculum or within broader public debate, different but related terms such as critical education and critical thinking have been promoted as a response to the Reform Era movement that began with the resignation of the second president, Soeharto in May 1998. During the more than 30 years of his regime, the majority of Indonesians were prevented from challenging his

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1 Five principles of Indonesia consist of (1) Believe in One and Only God; (2) Just and Civilized Humanity; (3) The Unity of Indonesia; (4) The principle of socialhood and (5) Social Justice.
authority. Although Soeharto had built the Indonesian economy foundation as one of the strongest in Asia, his government remained closed to public scrutiny. With the Reform Era, there was a huge demand for transparency in all public sectors. Indonesia is now moving forward and working hard to create a clean and strong government, which entails the education of citizens who are capable of incorporating critical capacities into their lives.

Given this background, there is a need to nourish critical education and critical thinking, including in language education. Alwasilah (2002) argues that language education should include a framework of higher-order thinking that engages students with analysis, evaluation, and interpretation of texts.

Alwasilah’s statement (2002) serves as a critique of the rote learning which persists in the traditional English teaching practised in most Indonesian schools. He identifies two weaknesses of this traditional approach to English language teaching. First it provides few opportunities for students to communicate effectively in English due to constant drilling of disconnected points of grammar; second and most importantly, it does not help students to develop their critical thinking ability. Memorizing grammatical rules and sentence structures is often ‘blamed’ for students’ lack of creativity and higher-order thinking skills. Danandjaya (2013), an education expert from a private university in Jakarta, claims for example in the media that memorization as an approach to teaching and learning should be substituted for by a more progressive method that promotes students’ creative and critical thinking processes.

Our education system heavily relies on memorizing texts. It doesn’t let the students’ ideas flow, and it dampens their creativity. How can a student breed an original idea if, in order to excel in university, what they do in class is to memorize? (Danandjaya, 2013, p.1).

Against this backdrop, critical literacy (as opposed to critical thinking) remains silent in the Indonesian education context although it is highly relevant to Pancasila, the national ideology introduced by the first Indonesian president, Soekarno. In Sanskrit, it refers to the five (Panca) principles (sila): divinity, humanism, nationalism, consensual decision making and social justice. In the Indonesian education system, this ideology is explicitly taught as a compulsory subject called Pendidikan Kewarganegaraan (PKn) or Civics education from
Year 1 until 12. This is also an obligatory subject for university students in the first year. Within this subject, students are taught how these five principles should be ideally implemented in their lives. Unfortunately, since the 1998 Indonesian Reform Era Pancasila has been forgotten as there is a tendency to consider it as a form of propaganda used by the second president, Soeharto, to indoctrinate the people (Kusumohamidjojo, 2013). Kusumohamidjojo (2013) further argues that now, after 15 years of chaotic attempts at Reformation, Indonesia should consider returning to Pancasila as a unifying force.

Critical literacy is, in fact, highly relevant to at least three principles of Pancasila: Just and Civilized Humanity (Kemanusiaan yang Adil dan Beradab), Democracy guided by the Inner Wisdom in the Unanimity Arising out of Deliberations amongst Representatives (Kerakyatan Yang Dipimpin oleh Hikmat Kebijaksanaan, Dalam Permusyawaratan dan Perwakilan), and Social Justice for all of the People of Indonesia (Keadilan Sosial bagi seluruh Rakyat Indonesia). Social justice and democracy, as embedded in the Indonesian principles, are thus evident in critical literacy education, where they may be found, for example, in the ways students are encouraged to seek unbalanced or inequitable points of view in texts (Giroux, 2009; Shor, 1992). In critical literacy teaching, students are also expected to be able to take multiple perspectives, an expectation that emphasises a need to listen to and respect those whose opinions are different. The value of accepting diversity is relevant to Indonesia, which consists of more than 300 ethnic groups, and plays an essential role in nourishing democracy in the classroom.

1.3 Background of the study

When I was a child, my late mother persuaded me to study hard each night by saying to me in Sundanese, our local language, the word “ngapalkeun”. This imperative is equivalent to the word “memorize” in English. When I grew up and enrolled myself in postgraduate school to pursue my Masters degree as well as working as a lecturer in a public university in my hometown, Bandung, she continued to use the same word to create an excuse to my extended family members when I was unable to take part in their gatherings. She would use this
word in a sentence, meaning “don’t disturb her, she’s memorizing” to show I was studying. As the only child so far who has pursued a PhD study overseas, my mother often thought of me as a role model to persuade her teenage granddaughter to study hard, using exactly the same word in a sentence to mean: “if you don’t memorize your subjects at school, you won’t be able to do your PhD abroad, like your auntie”.

From my mother’s viewpoint, learning is solely about memorizing. For me who experienced schooling long after my mother, some of this perspective remains unchanged. For example, before I finished Year 6, I memorized most of the verses in our holy book, the Koran, in the Islamic school that I, like the majority of Indonesian children both now and then, attended every evening after regular school. At the end of each semester, my parents were very proud when my teacher handed me a trophy for my success at memorizing the verses. At school, my sister and I always competed against each other to memorize Latin words for all the plants that we would be tested on in our Biology exam, the names of our presidents and their ministers for Humanities class, the names of the great inventors in the world, and of course all the tenses for our English exam.

In English, despite my achievement in memorizing facts and knowledge of grammar, my understanding of how this knowledge could be implemented was limited. When I first learnt English in 1987, I knew that the English language included 16 tenses which I had memorized. In high school, I remembered the construction of the passive sentences. However, my English teachers rarely taught that passive sentence constructions can be used to highlight and background certain points of view, as is evident in newspapers.

Another problem with the emphasis on memorisation was that at school teachers did not encourage us to read beyond the lines or to take a critical stance. For example, when I was a teenager, with the bombardment of American culture in music, film and magazines, I was overwhelmed by the image of white beauty that dominated the media and that had a huge impact on Indonesian soap operas. Popular girls in the media were always tall with white skin and long straight hair. This image was so irresistible that my girlfriends and I enjoyed shopping for whitening products without questioning why the
white beauty ideology was so dominant, despite the fact that most Indonesians typically have light or dark brownish skin.

I now believe educators should be responsible for enhancing students’ critical literacy such as an ability to read beyond the lines in order to identify who may be advantaged or disadvantaged by certain texts. Moreover, schools, as Giroux (2012) argues, should be places that enable learners to acquire the morals, capabilities and knowledge to be analytical. He further argues that education should prepare students:

…to enter adult life as critical citizens capable of questioning ‘common sense’, official knowledge, public opinion, and the dominant media. Developing the conditions for students to be critical agents was viewed as central to the very process of teaching and learning….shape and expand democratic institutions (Giroux, 2012, p. 1).

From this perspective, educators should help students enhance their skills to question beliefs, opinions and information in the media: for example to question the common belief that teenagers like me should be concerned with making my skin white. Unfortunately, the learning that I experienced at school was memorizing facts to ‘accumulate’ knowledge and information. This memorization technique led me to believe that the texts I was reading were neutral and unbiased in their representation of a single version of ‘events’. In English class, apart from memorizing tenses as I described earlier, our regular tasks for the four language skills (reading, writing, listening and speaking) usually focused on developing our knowledge of grammar or other linguistic features. For example, our reading tasks expected students to extract factual information from texts and to complete grammatical exercises. The practice of reading at such a superficial level was not conductive to generating further discussions or sharing of ideas. Twenty years after I graduated from high school, unfortunately, some of the types of rote-learning that I experienced still exist. That became evident during this study when one of the study participants wrote that she enjoyed our program because “compared to last year, our English subject was boring as it was just memorizing vocabulary and grammar”.

I would reject an argument that grammar teaching is not important in language education. In fact it will always be essential. However the overuse of teaching of what language is without adequate knowledge of what language can do
brings disadvantages for learners. The premise of this thesis is that language educators should also develop students’ awareness that language may serve as a tool for many purposes such as to persuade people, to help people read the world around them, and to maintain power relations.

1.4 The Indonesian curriculum for English at secondary level

The previous section provides a background to the study based on my personal experience of studying English and learning in general in an Indonesian school. This section outlines the broader context of the Indonesian English curriculum in secondary education. It shows that, despite its prestigious status, English is still taught in a conventional way which does not nurture students’ critical awareness or help them prepare to compete in the global market.

Since independence in 1945, the Indonesian education system has undergone at least 11 curriculum changes (Kemendikbud, 2012). The latest 2013 National Indonesian Curriculum (locally known as Kurikulum 2013), currently being introduced in Indonesian schools, is expected to bring significant changes. These changes include an emphasis on the importance of higher order thinking skills, which overlap to some extent with critical literacy education and therefore make this study timely and important for Indonesian education.

In a national newspaper interview published on the website of Kemendikbud (the Indonesian Ministry of Education and Culture), the Minister of Education and Culture, Muhammad Nuh, is aware that memorization, a learning style that has been widely practiced in Indonesian schools and was an important part of my personal experience, as previously indicated, is no longer adequate for students. He affirms:

All this time we received many complaints...that we only focused on rote learning...as the time changes therefore our curriculum should be based on students’ higher-order thinking, not memorization alone. What we’re trying to do with the new curriculum is to respond to people who were concerned that our students are good at cognitive aspects only. But that’s not enough. Students need to be taught the ability to present, to communicate both in oral and written language. That’s why we also teach them how to formulate a question. In the future, we’ll face more complex situations which are different to 30-40 years ago. Based on this, we need students to have higher-order thinking. (“Wawancara Kemendikbud”, 2012, p. 2-3).

In the interview, Nuh argued that the 2013 Indonesian education curriculum highlights the greater importance of nalar (thinking) and creativity in place of rote learning. Along with the inclusion of nalar and creativity, students are expected to develop questioning skills such as formulating and articulating questions to strengthen their inquiry-related thinking. Although in reality the public shows resistance to the frequent curriculum changes that happen when every new cabinet is elected, the 2013 Curriculum represents a landmark in Indonesian education, as it explicitly embraces higher level thinking skills. As this curriculum has only recently been introduced, however, its success will only be known after a period of evaluation.

While the interview excerpt with the Indonesian education minister above indicates a major shift in the latest Indonesian 2013 curriculum with the inclusion of higher-order thinking, the following table outlines changes in the English curriculum. The table delineates English curriculum from 1945 until 2013 and is based on information provided by the Indonesian Ministry of Education and Culture (Kemendikbud, 2012), Emilia (2005) and Kasihani (2000).

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<tr>
<td>The 1984 Curriculum</td>
<td>Active and communicative learning</td>
</tr>
<tr>
<td>The 1994 Curriculum</td>
<td>Communicative approach</td>
</tr>
<tr>
<td>The Revision of 1994 Curriculum, 1997</td>
<td>Communicative approach</td>
</tr>
<tr>
<td>The Competence-Based Curriculum, 2004</td>
<td>The introduction of systemic functional linguistics</td>
</tr>
<tr>
<td>The School-Based Curriculum, 2006</td>
<td>The genre-based approach</td>
</tr>
<tr>
<td>The 2013 Curriculum</td>
<td>The importance of <em>nalar</em> (thinking) and questioning skills; and four aspects of education; productive, creative, innovative and affective</td>
</tr>
</tbody>
</table>

Table 1.1 indicates that the oldest English language teaching methodology in Indonesia was the grammar translation method. Current pedagogical practice is mostly the same as when English was first introduced in 1954 under this method (Emilia, 2005). In line with Emilia’s point of view, I also experienced traditional grammar teaching during my secondary schooling from 1987-1993. This practice was also evident in 2010 when I first observed the school that is the research site in this study.

Along with the practice of the grammar translation method, I found that the communicative approach is still preferred by some teachers evident in some schools I visited when I supervised students’ teaching practice in the recent past. Some teachers expect the communicative approach to help their students improve their ability to communicate in English. The 2004 curriculum received
a great deal of resistance from teachers because they were required to understand a complicated approach to systemic functional grammar that expected students to use functional English and to use language in contexts (Emilia, 2005).

Although the Indonesian education system has undergone a substantial number of curriculum changes, the implementation of new curricula has not always been supported through well-designed and resourced professional development programs. For example in 2006 the Indonesian government launched a curriculum known as Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum. In KTSP, English was taught using a genre-based approach in which students were made familiar with different kinds of genres such as narrative, recount, and procedure. As in other curriculums previously implemented in Indonesia, teachers were not fully prepared. As a result, some teachers continue to prefer to teach students using the familiar grammar method. As an illustration of teachers’ lack of preparation for the KTSP 2006 Curriculum, a study reveals that approximately 75% of English teachers in West Java province were unsure how to practically implement KTSP in their classrooms (Sundayana, 2009).

1.5 Previous studies on critical literacy education in Indonesia and in Asian EFL settings

This section examines the limited number of key studies on EFL critical literacy implementation in Indonesia along with some other Asian countries and identifies a gap in the specific area of Indonesian secondary EFL. Possible reasons for the lack of published research on critical literacy in this area are highlighted.

Critical literacy has been widely practiced mostly in English-as-a-first-language settings, as is evident in the well-established research on this field. In EFL contexts, critical literacy has not been as extensively investigated (Ko &
Wang, 2009) but has shown gradual development. Research on critical literacy in EFL, especially in some Asian countries, has predominantly been published in PhD theses, which have been found to vary in research designs and levels of education studied.

In Indonesia, there is a limited published literature on critical literacy research, especially in English language education. Emilia’s doctoral thesis (2005) focuses on critical academic writing by university students. An important milestone in critical pedagogy in Indonesia can be found in a text edited by Tilaar, Paat and Paat (2011) on critical pedagogy and its development in Indonesia. A book chapter by Mambu (2012) discusses a general view of critical literacy pedagogy in Indonesian education. The above studies, however, did not involve secondary students as participants. As such this thesis highlights the specific area of EFL critical literacy in Indonesian secondary schools which is lacking in the related literature on critical pedagogy in Indonesia. The literature on critical literacy at secondary school level is not only insufficient in Indonesia, but in critical literacy research in general (Heaton, 2010; Moje, 2008).

In broader Asian EFL settings there are a number of studies of critical literacy at different levels of schooling that are relevant to this study. For example, using the four resources model of Luke and Freebody (1997), Wong, Cherry, and Firkins (2006) developed the literacy practice of low proficiency students in a Hong Kong junior secondary school with the objective of identifying students’ engagement with various texts both in Chinese and English. In a Korean junior and senior high school, Shin and Crookes (2005) carried out a small-scale intervention to develop students’ English abilities through their engagement in critical dialogue. Similar to Wong et al. (2006), this study also involved students whose English proficiency levels ranged from beginner to medium. However the critical literacy framework employed in Wong et al.’s study (2006) differed from the framework in this study. Shin and Crookes (2005) found that Korean students are ready to engage in critical EFL dialogue, and they question the stereotype of East Asian students as passive and dependent learners. Further details of these studies are outlined in Chapter 2.
The lack of research on critical literacy in EFL settings has been attributed to cultural barriers (Kim, 2012; Hassan & Chuah, 2011), teachers’ lack of confidence in students’ capacity (Falkenstein, 2003) and grammar-based teaching methods that limit students’ critical thinking (Alwasilah, 2001). Grammar focussed, textbook-bound, exam-oriented EFL teaching occurs not only in Indonesia but in many other Asian countries including Malaysia (Hussin, 2006), Thailand (Phonimdaeng, 2002), Hong Kong (Lee, 2005) India (Dheram, 2005), Taiwan (Kuo, 2006), Japan (Oda & Takada, 2005), and Saudi Arabia (Al-Seghayer, 2005). In Thailand for example, textbooks used for English are not considered stimulating and do not reflect students’ real lives: their objective is for students to learn only the main grammar points (Phonimdaeng, 2002).

Against this background, this research is intended to enrich the growing body of literature on the implementation of critical literacy in EFL settings and address specific issues on how this approach might be implemented in Indonesia. Although the numbers of published studies in EFL critical literacy are limited compared to non-EFL classrooms, research suggests that this approach can be implemented for students with inadequate English proficiency (Wong et al., 2006), as an alternative to the current grammar-based teaching (Ar-Rasheed, 2012), to promote critical dialogue and enhance students’ writing (Ghahremani-Ghajar & Mirhosseini, 2005; Huang, 2011; Shin & Crookes, 2005) and critical reading practice (Iwasaki & Kumagi, 2008), to nurture cultural understanding and religious diversity (Hayik, 2011; Hayik, 2012), and to promote critical social awareness through digital literacy teaching (Braga, 2007).

Along with this, the study is intended to identify advantages, challenges and barriers that teachers and students experience in this ‘new’ methodology while at the same time providing the supports the teacher needs to implement this approach.
1.6 Significance of the study

Based on the previous discussion on the current situation of English language teaching and a demand for a reform in this field in Indonesian context, this study addresses the following question:

What factors are perceived to lead to successful design and implementation of critical literacy pedagogy in an EFL class in an Indonesian secondary school?

In examining the process of innovation through which critical literacy teaching is designed and introduced to the classroom, this thesis focuses on the intersecting factors that lead to the teacher’s professional learning and development of critical English teaching and to the students’ learning of critical literacy skills. It further examines outcomes of the teaching innovation for both teacher and students: changes in the teacher’s pedagogy, changes in classroom interaction, and outcomes for the students in terms of improved critical skills, improved motivation and improved English writing development. These foci are expressed in the following subordinate questions:

1. How is critical literacy pedagogy designed and implemented in an Indonesian secondary EFL class?
2. What does the teacher learn from the collaborative process of designing and implementing a critical literacy pedagogy and what supports does he need?
3. How does engagement with a critical literacy pedagogy assist students to become critically literate?
4. What effects does critical literacy have on students’ motivation to learn English and develop their English written language?

Against the background presented earlier in the chapter, this study is significant in its potential to shed light on how critical literacy can be designed and implemented in an Indonesian EFL context. At a broader educational level, this research may partially fill the perceived gap between the well-established research on critical literacy in English speaking countries and the more limited
research in EFL settings, especially in Indonesia. In particular the focus on written language is significant as this is a neglected area in the field of critical literacy education (Brown, 2008; Janks, 2009; Kamler, 2001).

The collaborative work between the teacher and myself in this study is also timely and important in Indonesia in light of the launch in 2007 of Teacher Certification requirements (locally known as Sertifikasi Guru). The policy of Sertifikasi Guru has been reinforced by the 2005 Indonesian Constitution number 14/20 on Teachers and Lecturers which indicates a demand for teachers to conduct research in their classrooms.

**1.7 Overview of the thesis**

This thesis contains eight chapters. The first chapter elaborated the study background and suggested that critical literacy pedagogy is relevant and needed in the Reform Era in Indonesia and also relevant to the Indonesian philosophy of Pancasila and to the new 2013 Curriculum. This chapter also discussed the significance of this study in addressing the lack of studies of secondary EFL critical literacy in Indonesia specifically and in Asian countries more generally.

In Chapter 2, the Literature Review, I draw on relevant literature that lends some support to this study in relation to concepts and theories of critical literacy and models of critical literacy pedagogy. Chapter 3 focuses on an explication of the study’s research design, a description of site and participants, and on an account of the data generation methods and analytical categories.

Chapters 4 to 7 present the research analyses. Chapter 4 focuses on the process of professional learning which is designed to guide the teacher participating in this study in the implementation of the critical literacy pedagogy in his English class. This chapter also illustrates the model of professional learning employed in the study and identifies some of the challenges the participating teacher experienced. Chapter 5 presents an analysis of the outcome of the professional learning from the teacher’s perspective.
Chapter 6 presents the analyses of the participating students’ developmental performance in critical literacy pedagogy during the study using Lewison, Flint and Van Sluys’ framework (2002) of the four dimensions model. Chapter 7 reports the results of students’ written language development over the course of their participation in the study. In the concluding Chapter 8, all data analyses are reviewed to draw conclusions about the feasibility and challenges of critical literacy education in English language teaching in Indonesian schools.
2.1 Introduction

The aim of this chapter is to provide a review of related literature that informs the present study. Four main areas of literature are discussed in this chapter. Section 2.2 is an overview of the theoretical background to critical literacy in the field of English language education. In this section, the main influences on the development of critical literacy in English education are described. Section 2.3 outlines general models of critical literacy and moves to the specific framework used in the study. Section 2.4 discusses published literature on critical literacy in English as a Foreign Language (EFL) settings and in South East Asian countries. Section 2.5 elaborates a model of professional learning which is relevant to the teacher in this study who is unfamiliar with the notion of critical literacy pedagogy.

2.2 Theoretical background to the study

This section provides relevant literature on the theoretical background to critical literacy, especially in the field of English language education.

The word ‘critical’ is derived from the Greek word “kritikos”, referring to the ability to argue and judge (Luke & Wood, 2009), while the term “literacy” has expanded from its semantic meaning of the ability to read and write, which implies the acquisition of a set of technical communication skills (Kalantzis & Cope, 2012), to a learning process related to how to make meanings to change the world (Freire & Donaldo, 1987). In the latest development, the ability to make meanings embedded in critical literacy is facilitated by the use of texts from various spheres such as the internet, videogames, visual images, graphics, and layout (Gee, 2003).

For the purpose of this study, critical literacy is defined as engaging students in the deconstruction and reconstruction of texts. These processes connect to the issue of power, and to the socio-political aspects embedded in everyday texts
that have at their core an intention to create a more democratic society. For the purposes of this study, a definition from Luke and Dooley (2011) may best describe the aims of critical literacy pedagogy:

Critical literacy is the use of texts to analyse and transform relations of cultural, social and political power… to address social, economic and cultural injustice and inequality… it views texts – print and multimodal, paper-based and digital - and their codes and discourses as human technologies for representing and reshaping possible worlds. Texts are not taken as part of a canonical curriculum tradition or received wisdom that is beyond criticism (Luke & Dooley, 2011, p. 1).

Within this framework, critical literacy is viewed as empowering students to be able to develop their own critical stance or ideological standpoint while learning a language, to challenge taken-for-granted points of view, and to discover hidden ideologies embedded in texts.

The approach to critical literacy in English language education in this thesis is highly influenced by at least two traditions: critical pedagogy (Freire, 1970) and critical discourse analysis (Fairclough, 2010). Critical pedagogy makes a conscious attempt to unpack unequal power relations in society and to empower disenfranchised groups through literacy education. Freire (1970), who popularized critical pedagogy, advocated a transformation in ways of thinking, as well as teaching and learning. Working with illiterate peasants in his home country, Brazil, Freire inspired and influenced educators with his rejection of the concept of “banking education”, which positioned students as passive vessels waiting to be filled by the teacher’s knowledge. This model of pedagogy, he argued, may work to reify oppressive attitudes and practices. Instead he proposed “dialogical education” that favours open communication between students and teachers. This paradigm can also be found prior to Freire’s work in John Dewey’s (1859-1952) notions of constructivism. In this framework, critical educators assist learners to become socially aware through reading and writing practices that relate to their everyday lives. With this social awareness, learners are positioned to become active subjects rather than manipulated as objects (Freire & Donaldo, 1987; Shor, 1992). Within a critical pedagogy framework that seeks to reveal social relationships between ideology and power, other educators such as McLaren et al. (2004) and Giroux (1993), have continuously raised the role of critical consciousness in addressing oppressive social conditions.
Rooted in critical theory and in the pedagogical practices of Freire, critical literacy is regarded as an attitude, a way of interacting with the world, a way of life, a way of thinking and not just a set of teaching skills and strategies (McDaniel, 2006). Critical literacy is a philosophy that recognizes the relationships between language, power, and knowledge (Fairclough, 2010) and how language is used to maintain domination (Janks, 2010). Thus, critical literacy is often associated with action to create a socially just society, or “praxis” at a collective level (Freire, 1970). A critical approach to language and literacy learning recognises that text and discourse are not neutral or innocent, that these are socially constructed and reflect power relationships by naturalising and privileging certain ideological positions (Hood, 1998). A critical approach to language and literacy learning also examines the influence of words and grammatical structures on the representation of the world. In sum, critical literacy works at the boundary of language, literacy and power (Janks, 2010) and requires students to denaturalise language in order to question a common sense view of reading and to identify the underlying ideological positions of texts (Hood, 1998).

The ultimate goal of critical literacy is social justice. Thus, critical literacy is different from critical thinking or critical reading. Critical thinking, as Lewison, Leland, and Harste (2008) argue, focuses on comprehension and reasoning skills while critical literacy emphasizes the social practices of understanding the world and identifying unequal power relationships. Critical thinking relates to someone’s ability to focus closely on her/his inner dialogue and thoughts in order to be able to evaluate his/her thinking, feeling and action in a disciplined manner (Wallowitz, 2008). Although both critical thinking and critical reading entail questioning texts, these two concepts often fail to link questioning to a broader social agenda (Pennycook, 2004), which is an important and distinctive dimension in critical literacy pedagogy.

Another philosophical tradition influencing critical literacy in English language education is critical discourse analysis (Fairclough, 2010). Critical discourse analysis is a critical tradition in social analysis that has a particular focus on discourse and its relations to other social elements such as power relations, ideologies, institutions, and social identities (Fairclough, 2013). Within this
paradigm, critical literacy examines the social forces that shape and are shaped by language. Critical discourse analysis develops systematic knowledge about language which then assists language users and language learners to resist and challenge exploitative and oppressive practices and enables them to have their voices heard (Fairclough, 2010). Within critical discourse analysis, researchers such as Gee (2001) differentiate between discourse (with a lower case) and Discourse (with a capital letter). Extended passages of oral and written forms are referred to as discourse (with a small ‘d’). On the other hand, Discourse consists of distinctive modes of language use characterised by culturally significant ways of thinking, acting, believing, interacting and using symbols, images, objects or “non-language” details. The d/Discourse model is often used to deconstruct socially situated identities in critical literacy research, and to reveal complex relationships between status and solidarity (Van Sluys, Lewison, & Flint, 2006) as is seen in the analysis chapters, for example, in the analysis of students’ responses.

2.3 Models and strategies of critical literacy pedagogy

The concept of critical literacy has been very much in dispute (Comber, 1993) and there is no a specific prescription or single method for the practice of critical literacy (Luke, 2000). Existing critical literacy frameworks include Luke and Freebody’s (1997) four resources model, Janks’s synthesis model for critical literacy (2000), and Lewison et al. (2002) four dimensions model of critical literacy. These models offer ways of classifying textual and pedagogical practices. This section examines which of these models is the most suitable to use as a basis for this study.

The four resources model (Luke & Freebody, 1999) describes four different roles and practices speakers, readers and writers use in investigating texts: code breakers, meaning makers, text users, and text analysts.
As code breakers, students need to recognize basic features and conventions of texts such as alphabets, sounds, spelling, punctuations, sentence patterns or word formation.

As meaning makers or text participants, learners focus on how to make meaning from texts. Students draw on their background experience of knowledge and culture in order to make meaning of texts or to compare their own experiences with texts.

Becoming a text user entails learning to use texts in relation to an audience. Students understand that every text is written according to social and cultural conventions. Students understand and use text types suitable for particular purposes, recognizing specific structures and features of texts, and understand that certain texts can be used to convey particular meanings (Ludwig, 2003).

As text analysts, students understand that no text is neutral regardless of how factual it may appear (Freebody, 1992). Readers gain awareness that texts always represent certain perspectives while silencing others. Readers critically question the texts they read and identify whose voices are marginalized and whose are heard.

The four resources model provides learners with different experiences and roles to use in examining texts critically. This model of critical literacy should not be viewed hierarchically (Luke, 2000): rather the four roles are interdependent and may be used simultaneously. Each of the roles assigned in this framework is necessary (Freebody & Luke, 1999) but none is sufficient on its own to assist students to become more critically literate.

Given that it was originally designed for use in English as a Second Language settings (Freebody & Luke 1990), this model has been employed in EFL classrooms to help students develop their critical capacities, especially in reading practices (Ko, 2010; Wong et al., 2006). In practice, however, as research suggests (Ko, 2010; Wong et al., 2006), this model tends to exclude pedagogical practice and focus only on the textual practices of individual language users.

The second existing framework is the synthesis model (Janks, 2010) consisting of four interdependent orientations to critical literacy: domination, access,
diversity and design. Janks (2010) stresses that each of these notions is critically interdependent. For example if domination is emphasized without providing access to a dominant form, it will preserve the exclusive power of the dominant discourse (Janks, 2010). In designing this model Janks (2010) draws attention to various approaches such as critical discourse analysis and critical language awareness (Fairclough, 1995) and multiliteracies (The New London Group, 2000).

- Language and literacy teachers should provide *access* for students to dominant forms of language, and to dominant modes of visual representation and cultural practices (Janks, 2010). Janks (2010) urges educators to give students access to dominant language forms while at the same time preserving and valuing students’ language and diversity.
- *Diversity* in literacy education entails respecting ways of reading and writing that students bring to class and facilitating their use of diverse language and literacy backgrounds and experiences (Janks, 2010).
- Finally *Design* relates to teachers’ efforts to identify the significance of students’ creativity and ability to build and interpret new meanings. Critical literacy instruction designs curriculums that address a variety of modalities with a range of media and technologies.

Although this model is more relevant to curriculum design than the examination of pedagogical practices in individual lessons and units that constituted the focus of this study, I used Jank’s synthesis model related to the notion of *access* and *diversity* when I made a case study of a particular student engagement with English learning in Chapter 7.

To more fully examine pedagogical practices, however, I drew on the Lewison et al.’s (2002) critical literacy framework. The four dimensions model (Lewison et al., 2002) is used both as a pedagogical model and a tool of analysis in this study. The four dimensions model is more relevant than the four resources (Luke & Freebody, 1997) and Janks’ (2000) synthesis model
because it can be used both as a basis for making pedagogical suggestions to educators and as an assessment tool in EFL classrooms (Hayik, 2011; Kuo, 2006) to analyse individual unit lessons. Although Lewison et al. (2002) first developed this model for the K-8 level, it has also been used at various levels of education including pre-service teachers (Lee, 2012). In secondary schooling, this model has proved to be valuable for examining high school English/Language Arts classes (Heaton, 2010).

Apart from its close relevance to the key issue of pedagogical practice, this model was also chosen because it embraces and synthesises important notions of critical literacy from influential figures such as: Freire (1970) in engaging in praxis-reflection and action, Fairclough (2010) and Gee (2004) in studying language to analyze how it shapes, identity, constructs cultural discourses, and supports or disrupts the status quo, Giroux (1993) on literacy as a form of resistance, Luke and Freebody (1997) and Harste (2003) on the importance of multiple perspectives in reading and Comber (2001) and Janks (2000) on the ways in which language can be used to analyze domination and injustice.

The first dimension of this framework is disrupting the commonplace which suggests an investigation into widely-held beliefs using a new lens (Van Sluys et al., 2006). This may also involve an analysis of how media and cultural artefacts such as in television, video games, and toys represent people (Marsh, 2006; Vasquez, 2000).

According to Lewison et al. (2002), the second dimension, considering multiple viewpoints, requires learners to examine experience and texts from their own perspectives as well as others’, and at the same time takes into consideration possible contradictory points of view. With these various perspectives in mind, critical literacy engages learners further in the process of identifying which voices are silenced or marginalised in the text and which are heard.

The third dimension, focusing on the socio-political system, examines the extent to which critical literacy educators focus their attention on how the socio-political system, power relationships and language are interconnected and embedded in teaching (Lewison et al., 2008), and the extent to which
critical literacy educators help learners to make connections between their personal lives and their socio-political contexts. In this dimension, educators and learners revisit the concept that literacy is a neutral practice and learn that it may favour one group over another. Thus literacy education should not be taught separately from a socio-political perspective (Lee, 2012). In this dimension critical literacy can be seen as one of the ways of challenging unequal power relationships (Anderson & Irvine, 1993).

The socio-political context is also considered as one of the distinctive features that divide critical literacy from critical thinking (Lee, 2012). Critical literacy is rooted in sociocultural theories that focus on power and social equity and thus emphasise social practice and systems, while critical thinking is grounded in psychological theories that emphasize individual thinking.

The last dimension of this framework is taking action and is often considered to be at the heart of critical literacy (Van Sluys et al., 2006). Taking action to promote social justice does not always entail becoming a social activist (Lee, 2012). A shift in attitude or a change from superficial reading to resistant reading can also be categorized as taking action (Van Sluys et al., 2006). Another way to take social action according to Van Sluys et al. (2006) is: “...reading resistantly, communicating new lines of thinking, and pushing others to question how they come to see the world” (Van Sluys et al., 2006, p. 22-23).

2.4 Critical literacy in EFL settings and South East Asian countries

Despite the vast development of the literature on critical literacy for students from English-speaking backgrounds, in terms of the volume or number of papers published the literature on critical literacy in EFL classrooms is limited (Ko & Wang, 2009). This study builds on and contributes to the limited body of work on critical literacy implementation, especially in EFL secondary classrooms (Phonimdaeng, 2002).
This study is also expected to enrich a growing body of work on critical literacy pedagogy in EFL settings (Ar-Rasheed, 2012; Curdt-Christiansen, 2010; Emilia, 2005; Falkenstein, 2003; Fredricks, 2007; Hayik, 2012; Huang, 2011; Iwasaki & Kumagi, 2008; Jeong, 2012; Kim, 2012; Ko, 2010; Ko, 2013; Ko & Wang, 2009; Kuo, 2006; Kuo, 2009; Lie, 2010; Mambu, 2012; Phonimdaeng, 2002; Shin & Crookes, 2005; Ta, 2006; Wong et al., 2006; Zubair, 2003) and, specifically in South East Asian settings (Curdt-Christiansen, 2010; Emilia, 2005; Lie, 2010; Phonimdaeng, 2002; Ta, 2006).

Published research on critical literacy in EFL settings has encompassed at least three areas: teachers’ pedagogical strategies and beliefs about critical literacy pedagogy (Curdt-Christiansen, 2010; Jeong, 2012; Ko, 2009; Shin & Crookes, 2005; Kim, 2012), how critical literacy pedagogy impacts on students’ reading and/or writing development, and students’ development of critical capacities (Emilia, 2005; Fredricks, 2007; Huang, 2011; Iwasaki & Kumagi, 2008; Ko, 2010; Kuo, 2006; Lie, 2010; Phonimdaeng, 2002; Wong et al., 2006; Zubair, 2003).

Although work on critical literacy in South East Asian settings has demonstrated the feasibility of critical literacy pedagogy implementation in the region, only a few studies have included secondary school participants. Most of the critical literacy research in South East Asian countries has been conducted at tertiary level (Emilia, 2005; Lie, 2010) or for in-service teachers (Curdt-Christiansen, 2010). So far, there has been only one study, in Thailand, which includes the participation of secondary-level students (Phonimdaeng, 2002). Accordingly, this study aims to provide additional insight into the implementation of a critical literacy program for secondary school students in the region. This study also further builds on critical literacy research in Singapore that examined the tension between teaching critical literacy and preparing students for school exams (Curdt-Christiansen, 2010).

In EFL contexts, critical literacy often relates to the political situation or government policies such as Reformasi or the Indonesian reform era (Emilia, 2005) or the Doi mou Giao duc or Educational Renovation in Vietnam (Ta, 2006). Critical literacy may also be considered appropriate to replace current EFL approaches, as in Bangladesh (Ar-Rasheed, 2012). Ar-Rasheed (2012)
suggests that Bangladesh’s current communicative language English teaching is inadequate to help students reach the goal of participatory membership of a global community or to develop their critical thinking capacities.

More specifically, there is a limited literature on the implementation of the four dimensions model as used in this study. Kuo (2009) investigates how critical literacy objectives can be achieved using the four dimensions model in an English conversation class in a Taiwan university. This study reveals the strength of the model in helping move literacy practices from the personal to the social. However, unlike the current study, Kuo (2009) does not specifically examine reading and writing practices.

More use has been made of the four resources model (Freebody & Luke 1990) elaborated above (Section 2.3) in examining critical literacy teaching in Asian contexts. Studies on the relationships between critical literacy and students’ reading and writing development using the four resources model have been carried out in Taiwan (Huang, 2011) and Hong Kong (Wong et al., 2006). In an English reading class in a Taiwanese university (Ko, 2010), findings revealed that the success of the critical literacy implementation in this EFL setting was based on a balance between a skills focus and a focus on the four resources model. Despite the use of a different model, the findings of this study are relevant to the current work.

A central focus of the literature on critical literacy teaching in Asian EFL has been the perceived challenges facing teachers and students in these settings. Researchers have identified at least five types of challenges related to: cultural appropriateness (Kuo, 2009; Hu, 2002), insufficient understanding of the need for critical literacy together with a lack of implementation skills (Kim, 2012), the tradition of a banking pedagogy (Ko, 2010), underestimation by foreign language educators of EFL students’ abilities to take a critical perspective (Falkenstein, 2003), and the persistence of stereotypical views of Asian students as passive and non-autonomous learners (Shin & Crookes, 2005).

In the first challenge, questioning authorities or texts is often considered culturally inappropriate for EFL students (Hu, 2002; Kuo, 2009). This is because many Non-English Speaking Background (NESB) students, including
students who learn English as a foreign language, are from a culture where the
authority of the text is unquestionable (Alford, 2001). For example the fact that
Confucianism in Taiwan highlights respect for seniority presents a challenge
for critical literacy implementation (Kuo, 2009). In Indonesia, the notion of
challenging authority was once considered as inappropriate, especially during
the era of the second president, Soeharto. To some extent, overt respect for the
erly and people with high social status marked by age, prosperity, and
education is still practised in Indonesian society. Indonesians are also familiar
with Nrimo culture, especially as practised in Central Java, which literally
means to accept one’s destiny. Students from this cultural background may
face difficulty or discomfort when they are expected to question the traditions
and accepted systems of a culture and its history (Janks, 2010). For teachers of
critical literacy, a questioning attitude may appear emancipatory (Alford,
2001), but Non-English Speaking Background (NESB) students may not feel
that it is a proper response to a text (Wallace, 2001). Questioning and
challenging something that is often regarded as “natural” can create discomfort
among second or foreign language learners. Moreover these learners often
show excessive deference to texts (Wallace, 2001).

Kim (2012) claims that a further challenge is related to teachers’ unfamiliarity
with critical literacy and the fact that teachers in this region are used to a
conventional top-down classroom management style (Ko, 2010). Falkenstein
(2003) also argues that foreign language educators tend to underestimate
students’ critical capacity, as both teachers and students are accustomed to a
conventional literacy teaching style.

The attainment of a particular level of English proficiency has also been
considered to be a challenge (Eastman, 1998). Eastman (1998) states that
students with lower levels of English proficiency lack the communicative
competence to challenge or evaluate their teachers’ attitudes. In order to
respond critically, students need to engage in the use of complex and abstract
language involving nominalisation, control of schematic structure, background
knowledge of texts and a metalanguage to examine textual features (Alford,
2001). An idea that looks obvious and clear for students of English-speaking
backgrounds might not be so for second/foreign language learners. However
this view of English proficiency has been questioned in research by O’Brien (2001), Vasquez (2001) and Comber, Thomson, and Wells (2001) that demonstrates that critical literacy can be implemented with students at a primary level.

Related to English language and culture, Alford (2001) suggests that EFL learners may benefit from being involved in the practice of critical literacy. The distance between the target language and culture and the culture in which NESB learners live gives them more freedom to express opinions and deconstruct texts. The distance from a dominant culture in fact provides NESB students “the upper hand” (Alford, 2001, p.5) to evaluate texts in an unfamiliar English language and culture.

The last challenge of critical literacy implementation in EFL is the stereotyped assumption that Asian students are compliant and dependent learners (Shin & Crookes, 2005). This misleading assumption is questioned by Shin & Crookes (2005) on the basis of their experience with Korean students who demonstrated their active participation in a critical literacy program.

2.5 A model of professional learning

A key aspect of this study is the teacher’s participation in the research. As the teacher was unfamiliar with critical literacy, a substantial program of professional learning was necessary before he felt confident to begin to develop and implement critical literacy pedagogy.

The model of professional learning on which this program was based is taken from literature emphasising various features of effective professional learning such as: collaboration (Chaudhary, 2011; Darling-Hammond, 2010; Field, 2011; He, Prater, and Steed, 2009; Hunzicker, 2010; Jaipal and Figg, 2011; Trent, 2011), the use of a range of approaches and supports such as modelling and coaching (Field, 2011; Lyons and Pinnell, 2001; Maclean, 2006), teacher reflection (Field 2011) and action learning (Jaipal, 2011; Perez, Soto, & Servan 2010) and an emphasis on teachers and students as the main focus of reform
(Rodgers, 2002). Teamwork between school and university, as in this study, is also one of key points of effective professional learning (Darling-Hammond, 2010; Groundwater-Smith, 2013).

Professional learning that has a focus on the teacher has proved crucial in achieving educational change (Askew et al., 2002) and is a major factor in transforming the professional and school ethos (Sales, Traver, and Garcia 2011). Collaborative work between a university and a school to design a model of professional learning in literacy instruction, as exemplified in this study, is also evident in Askew et al. (2002); Lyons and Pinnell (2001); Morrow and Casey 2004; and Sales et al. (2004) and has proved to be effective in assisting teachers to improve their teaching practice. The combination of the theoretical knowledge of university researchers with the practical orientation of school teachers has proved to be an effective blend of the ingredients needed to improve teaching practice. Collaboration between teachers and higher education institutions is also reported to boost teachers’ confidence and facilitate changes in practice (Lydon & King, 2009).

Models with an element of reflective teaching are especially suited to foreign language teacher development (Wallace, 1991). According to Wallace (1991) there are two frameworks English educators may use: the craft or mentoring model and the reflective teaching model. While the mentor model is more structured and institutionalised, reflective teaching requires the teacher to actively engage as both teacher and researcher, and is a model widely used in professional development programs for language educators (Wigglesworth & Murray, 2007).

Professional learning is different from the more widely used professional development. While both emphasize the value of effecting change in the teacher’s classroom practice, professional learning stresses that such change is the result of work with and/or by teachers (Loughran, 2010). Further Loughran (2010) argues that the difference between professional development and professional learning can be described in the following terms:

Traditional professional development is often linked to the implementation of some form of educational change by doing something to teachers, that is telling us about the change and expecting it to then be carried out…sometimes as simple as re-labelling existing curriculum
change and practice and then we are expected to implement those changes. Professional learning assumes that we have some commitments to change(s) – that the change might be driven, or developed and refined by us…that we are able to bring our expert judgement to bear on how change might best be implemented in our own context and practice. Therefore it is more about the learning through the process and how it is applied in our practice (Loughran, 2010, p. 200-201)

Based on this definition, professional learning is a more appropriate term for that part of my research which involves the teacher implementing critical literacy pedagogy. The professional learning in this study is not based on a typical Indonesian model which is usually top-down and initiated by the government (Widodo & Riandi, 2013). Rather it enables the teacher to use his professional judgement as to how changes could be implemented in the class. This program also gives the teacher in this study room for learning and reflection, as is elaborated in later chapters.

Professional learning is usually conducted in a continuous term for 1-3 years involves more than one teacher or one school and is funded by the government, as in the LPL (Leading Professional Learning) program (Groundwater-Smith, 2013), STAR (Supporting Teacher as Action Researchers) in Australia (Wells, 2012), also in the USA (Askew et al., 2002; He et al., 2009; Jacobs, Assaf & Lee, 2010), or Spain (Perez et al., 2010). However, the professional learning in this study was conducted over 20 weeks, involving one teacher in one school and was self-funded. Short term professional learning like this can be found in schools in Hong Kong (Trent, 2011) or in Pakistani (Chaundary, 2011) settings. Although of a brief duration, this kind of professional learning can bring effective changes to improve teachers’ practice if it is conducted in a well-structured manner (Lydon & King, 2009), aimed only at a specific element of curriculum and presented by competent experts.

2.6 Conclusion

This chapter has outlined relevant theories underpinning the study including the theoretical background to critical literacy and pedagogical frameworks for critical literacy in EFL classrooms. The theoretical background of the study is
based on two major philosophical traditions: critical pedagogy (Freire, 1970) and critical discourse analysis (Fairclough, 2010; Gee, 2004).

In critical literacy research, there are a number of critical literacy frameworks offering pedagogical practices or assessment criteria, such as the four resources models (Luke & Freebody, 1997), the synthesised model (Janks, 2000) and the four dimensions model (Lewison et al., 2002). Each of these models differs in their critical literacy pedagogy orientations. The four dimensions model offers both pedagogical guidance and criteria for assessing critical literacy development and was therefore chosen both to assist the teacher and students in this study who were unfamiliar with critical literacy and as a basis for analysis of lessons taught.

Discussion of critical literacy in EFL classrooms, especially in South East Asian countries, indicates a limitation in terms of the volume or number of papers published, compared to critical literacy implementation in non-EFL settings. Some challenges facing both educators and students in these settings have been identified as related to: cultural appropriateness, insufficient understanding of the need for critical literacy, along with a lack of implementation skills (Kim, 2012), the tradition of a banking pedagogy (Ko, 2010), underestimation by foreign language educators of the ability of EFL students to take a critical attitude (Falkenstein, 2003), and stereotyped assumptions of Asian students as passive and non-autonomous learners (Shin & Crookes, 2005). Findings from the literature on critical literacy in EFL settings also demonstrate that the secondary school level of education is often a neglected area in critical literacy research.

This chapter concludes with an elaboration of the model of professional learning in this study. Professional learning is a substantial program in this study as it provides theoretical and practical knowledge of critical literacy pedagogy for a teacher who is unfamiliar with it. The model of professional learning on which this program is based is taken from literature emphasising various features of effective professional learning such as collaboration and the use of a range of approaches (coaching and modelled lessons). It includes an element of reflection and emphasizes a partnership between the school and the university.
3.1 Introduction

Chapter 2 outlined literature relevant to this study, including notions of critical literacy, its implementation in EFL settings in Asia, and strategies and challenges for implementing critical literacy in classrooms. This chapter provides a detailed discussion of the research methodology appropriate to the research question and the aims of the study. It begins with the research questions and is followed by an explication of the research design, the research setting, the participants, and the data collection and analysis processes.

The methodology is guided by the objective of this research to explore the impact of the implementation of critical literacy pedagogy in English teaching in a secondary school in Bandung, West Java province, Indonesia. Based on this objective, the study addresses the following research question:

What factors are perceived to lead to successful design and implementation of critical literacy pedagogy in an EFL class in an Indonesian secondary school?

Under this umbrella question, the study foci are expressed in the following four subordinate research questions:

1. How is critical literacy pedagogy designed and implemented in an Indonesian secondary EFL class?
2. What does the teacher in this study learn from the collaborative process of designing and implementing critical literacy pedagogy and what supports does he need?
3. How does engagement with critical literacy pedagogy assist students to become critically literate?
4. What effects does critical literacy have on students’ motivation to both learn English and develop their English written language?
3.2 Research design

The research design is qualitative, which is not only appropriate but also necessary in a single classroom or school setting that involves teachers, educators and students (Anderson & Herri, 2009). Within the qualitative research paradigm, the term ‘practitioner research’ best represents the research design based on the following characteristics which are relevant to the study and are elaborated below. First, in this study both the teacher involved in the study and I are doing both research and teaching practice (Menter et al., 2011). Second, there is an element of intentionality or purposeful design (Cochran-Smith & Donnell, 2006) in the implementation of critical literacy pedagogy and, third, this research is expected to lead to a change in the teacher’s pedagogical practice (Zeichner & Noffke, 2001). Before further elaboration, the discussion below outlines a brief history of practitioner research and its current development.

Practitioner research can be traced back to the teacher researcher movement in the UK in 1960s and 1970 led by Lawrence Stenhouse and John Elliot (Zeichner & Noffke, 2001), the action research tradition in the USA in the mid-1940s of Kurt Lewin and John Collier (McLaughlin & DeVoogd, 2004) and Paulo Freire who developed a form of participatory action research (Dadds & Hart, 2003) in order to enable people to participate in all stages of research and thus shift the balance of power between the researcher and researched (Zeichner & Noffke, 2001). The ideal of an equal balance of power in practitioner research relationships aims to increase democracy and justice among participants (McLaughlin & DeVoogd, 2004; Zeichner & Noffke, 2001) and is relevant to the spirit of critical literacy as outlined in Chapter 2.

In its development, research involving collaborative work with teachers has often been labelled interchangeably not only as practitioner research but also as action research, self-study (Cochran-Smith, Barnatt, Friedman, & Pine, 2009) or teacher inquiry (Dadds & Hart, 2003). Practitioner research is strongly associated with the tradition of action research (Campbell, 2007) as both include important elements such as action and reflection and aim for improvements in a specific education setting.
Relevant features of practitioner research in this study include my dual roles as researcher and teacher/teacher educator. These dual roles often contrast with conventional research that seldom enables the teacher researcher to take a dynamic part (Cochran-Smith et al., 2009; Menter et al., 2011). My dual roles as a teacher educator who conducts practitioner research bring an immediate advantage. As a teacher educator who works in a tertiary education setting, this study enables me to challenge and reflect on the limitations of my work and the gaps between my pedagogical rhetoric and reality (Zeichner & Noffke, 2001) and from a wider perspective is expected to bring improvements in the quality of teacher education programs (Zeichner, 2007).

Another important feature of practitioner research in this study is its intentionality (Cochran-Smith and Donnell, 2006). This concept refers to the purposeful plan of the study that differs from other reflective practices that tend to be less structured in nature (Borko, Lisdon, & Whitcomb, 2007). Intentionality is relevant to the research questions in this study, which specifically aim to implement a critical literacy approach that has been deliberately planned before the collaboration begins. This contrasts with much observational qualitative research that has no control over quality of what is being observed.

Finally, the aim of this research to improve English pedagogical practice is in line with the practitioner research paradigm (Zeichner & Noffke, 2001). As indicated in Chapter 1, current EFL teaching in Indonesia is often dominated by traditional grammar-based teaching methods (Alwasilah, 2001; Emilia, 2005) and therefore reform of English language teaching is not only desirable but also timely and important (Alwasilah, 2001). Practitioner research is therefore relevant because it provides a potential resource for professional development (Dadds & Hart, 2003; Zeichner & Noffke, 2001; Oancea & Furlong, 2005) to assist teachers become professionals who raise questions about their own practice (Cochran-Smith et al., 2009). A model of professional learning based on practitioner research principles is further elaborated in Chapter 4. This model is informed by a reflective action research plan that involves three observe, act and reflect cycles comprising modelled lessons,
collaborative teaching practice and independent teaching (see detail in Chapter 4).

### 3.3 Research site

This study was conducted in a private Indonesian secondary school located in the city of Bandung, West Java province from August to December 2010. Bandung is situated about 116km from Jakarta, the capital city of Indonesia. The school is a laboratory school for the region and operates in partnership with a teachers’ training university where I teach. As a laboratory school, this school is often used for pre-service teachers’ teaching practice, educational research or other professional development. The secondary setting was chosen due to the lack of research into critical literacy EFL pedagogy at this level (see details in Chapter 2, Section 2.4).

In Indonesia, public schools are preferred by most parents and students due to the high quality of education they offer and low tuition fees. Private schools, such as the one in this study, are usually intended for students who fail to enrol in public schools at the national exam. Therefore there is a popular assumption that the academic quality of students in private schools is generally lower than that in public schools. As is typical within the Indonesian education system, the school in this study provides education from Year 10-12 with students at each level required to study approximately 17 school subjects. Apart from the compulsory subjects, the school offers 22 extra-curricular activities that students may choose at Year 10 level including divisions of sports, arts, languages (English and Japanese) and Islamic education.

The school in this study is an urban school with a student enrolment drawn predominantly from middle class families, although there are also a number of students from disadvantaged families. The school is located on the same site as the teachers’ training university and employs 36 teachers, 4 administration staff and 661 students. Most teachers at the school are government officers who receive a pro rata salary. They are recruited by the government through a regular selection process in which candidates are chosen as government
officers (locally called *tes CPNS*) and then assigned to nominated schools. There are also teachers who are categorised as “volunteer teachers”, as is the teacher involved in the study, who are paid an hourly rate. Volunteer teachers are normally recruited by the school. Most teachers have graduated from the teachers’ training university with disciplinary backgrounds appropriate to the subjects they teach.

The school continues to develop its infrastructure facilities. These include science, computer and multimedia laboratories, a library, a canteen, a mosque and a students’ consultation room. The school has a small number of projectors located in a special classroom that teachers are required to book in advance. However the information and communication technology at the school is still limited. For example, the Internet is rarely used in the classroom for teaching and learning purposes. When I conducted the research in 2010, the Internet connection was insufficient in terms of access and reliability, therefore teachers were advised to bring their own laptops and Internet modem to be able to connect to the Internet in class. However a recent visit to the school’s website indicates that the school has now developed a Wi-Fi connection.

As commonly found in Indonesian schools, each class consists of approximately 32-40 students. The seating arrangement consists of four rows, and each student is seated with another student at the same desk. The desks are usually fixed, and because it is a big class, desks are usually close to one another in the row. Typically for Indonesian classroom settings there are hardly any student projects displayed on the classroom walls. Photos of the Indonesian president and vice president, and the Indonesian symbol of the golden mythical *Garuda* bird are hung on the wall at the front of the class, along with a clock. Apart from a whiteboard fixed to the wall, there are few other teaching resources inside the class.

**English teaching at the research site**

As in other Indonesian schools, English is a compulsory subject taught at all levels over four teaching periods each week, with one period being equivalent to 45 minutes. English is taught as I experienced it 25 years ago. The emphasis is on grammatical and vocabulary mastery. The teacher follows the English
curriculum and uses a textbook as his main teaching resource. The aim of English study as outlined in the preface of the textbook is for students:

to achieve the informational level of literacy, i.e. to be able to get involved in communication using English, spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information in this information age. Furthermore they are expected to be able to create English text types in various contexts and adjust themselves to new communication demands (Sudarwati & Grace, 2006, p. Preface).

The English teaching embedded in the textbook is clearly targeted at informational literacy, in which learners are expected to communicate in different modes of English for a variety of purposes. Besides explicit grammar teaching, students are also engaged in learning the rules of particular genres. Students are introduced to and expected to produce a variety of English texts such as narrative, recount, spoof and many other genres and their mastery of each of these genres is an indicator of success in English class.

A typical English lesson usually started with the teacher introducing the lesson topic. In the classroom that I observed, the teacher introduced a Recount text. Then the teacher explored specific features in the Report texts such as conjunctions (i.e., after, when, before) and personal pronouns. As this genre requires students to describe past experiences, a grammar exercise on past tense was also included in the lesson. The teacher taught past tense separately to the students, requiring them for example to formulate sentences using past tense.

Students considered English to be a difficult subject. Some of the students said that the difficulty was predominantly rooted in an expectation that students needed to memorize rules and other language structures which they regarded as irrelevant.

3.4 Gaining entrance

At the time this research was conducted, I had been teaching at a local public university in Bandung, West Java province for approximately 11 years. This university provides education courses and degree programs for both pre- and
in-service teachers to become qualified teachers at various levels of education in Indonesia, both in private and public primary to secondary-level schools. At this university, the school of post graduate studies offers higher education teaching qualification programs. Along with my teaching roles, I also supervise my students, usually final year undergraduate pre-service student teachers, in different schools across the city, including the school in this study.

Being familiar with the research site meant the possibility I may have been perceived as an ‘interfering’ outsider was likely to have been minimised (Stringer, 2007). Initial familiarity with the research setting may enhance the credibility of qualitative research because the researcher has had an opportunity to develop mutually trusting relationships and to share understandings about the hoped-for benefits of the research with all stakeholders.

Prior to the study, ethical clearance of the research was sought and granted from the Deakin University Human Research Ethical Committee (DU HREC).

### 3.5 Participants and recruitment

The participants in this research were one English teacher and 39 students in Year 11. The initial process of recruitment involved sending a letter of invitation to the principal that explained the purpose, design, and timeframe of the research project and included a consent form for the school. At a follow-up meeting, the school’s principal approved my proposal to conduct research at the school. I then discussed the project with the three English teachers at the school and distributed consent forms for them. From three, one teacher returned the consent form and agreed to participate in the research.

Teachers’ decisions not to participate in educational research, especially in literacy education, are not unexpected, as reported by O’Mara and Gutierrez (2010) and Comber and Kamler (2008). Daily teaching routines in concert with administrative responsibilities may leave teachers little time to participate in school-based research. After explaining to the prospective English teacher
participants that they might be required to change their English teaching practice, two seemed unwilling to provide consent.

The initial process of recruiting students began with Andra, the teacher who agreed to participate. He invited me to come to the class where I explained the research plans to the students in plain Indonesian language. I then distributed the consent forms in Indonesian language and asked students to read and return them at the next meeting. Unlike the prospective English teacher participants, all 39 students in this study agreed to participate in the research. This may have been because of the school’s status as a laboratory school in which students are familiar with researchers who conduct their study at the school (see Section 3.3).

The participant teacher

The teacher involved in this study is Andra\(^2\) who had been teaching English at the school for four years. In addition to his teaching roles, he was also a Master of Education student, specialising in Teaching English as a Second/Foreign Language, at the university where I lectured. Andra had been my undergraduate student previously. After graduating with his Bachelor degree, he applied for a teaching position at the school where this research was conducted. His position was categorised as a junior “Volunteer Teacher” and he was paid a small hourly rate salary by the school. He expected to be promoted to “Full-Time Teacher” when he would enjoy the benefits of becoming the government officer.

Apart from his teaching responsibilities, Andra had administrative roles such as the head of the Art and Music divisions and the Students’ Association, where he was responsible for school festivals and other programs organized by the students. Sometimes the Principal assigned Andra to represent the school at regular meetings with the regional educational bureau when the principal was unable to attend. Further information about Andra is elaborated in Chapter 5.

\(^2\) All participants’ names in this research are pseudonyms.
The participant students

This project involved one of the classes that Andra taught in Year 11 which consisted of 39 students, 29 female and 10 male. Large class sizes are common in public and private primary and secondary Indonesian schools. These students majored in Science, which meant that they studied more Science subjects than Humanities. In the Indonesian education system at the end of year 10 students have to choose whether they will study Science or Humanities. In Indonesian secondary schools there is a wide belief that Science is more prestigious than Humanities subjects and is therefore considered more “difficult”. As a consequence, girls in these age groups are often considered as the best candidates to study challenging Science subjects because they tend to be more “mature” than boys. This assumption may explain the imbalance in the number of girls and boys in this class.

All participants in this study were aged between 16-17 years old. The majority of the participating students were Muslim who originally came from the main ethnic group of West Java province, Sundanese. The languages they spoke at home were mainly Indonesian and Sundanese. There were two students from other islands in Indonesia who were not Muslim. The two students from other islands were also able to speak Sundanese as they had lived in Bandung for a while.

3.6 Data formation

Data for this study were gathered from various sources: classroom observations, interviews with the teacher and students, students’ reflective journals, and students’ written work samples that were collected throughout the study. Data were formed on the basis of ongoing, reflective and cyclical action learning cycles for both summative and formative purposes.

Classroom observations

The classroom observations were focused on how the teacher and I implemented critical literacy pedagogy and how students responded to this
implementation in the English classroom. Observations were aimed at gathering information about particular elements of critical literacy that occurred in the class and critical moments demonstrated by the participants.

The observations carried out in all lessons were video- and audio-recorded and supplemented with field notes and observation sheets. Unfortunately, not all the video recordings were of excellent quality due to excessive noise in and outside the class. There was one session where we failed to video record the lesson due to a sudden electricity blackout which is common in Indonesia. Classroom observations began in the first phase of the research, when I observed the teacher’s practice prior to the study. Conducting classroom observations at an early stage of the research meant that I could build a picture of the life worlds of the participating teacher and students and better understand the ways they ordinarily went about their everyday activities (Stringer, 2007).

When video recording the lesson, and with the assistance of a colleague operating the camera, I attempted to capture multiple viewing angles. My objective here was to find out what was really going on in the classroom for the benefit of the teacher’s development (Wallace, 1998) and to expand own understanding of the classroom context. For example, I tried to capture images of all students whether they appeared to be actively engaged and interested in the classroom activities or not. Table 3.1 below outlines the dates, lesson foci, and number of audio and videoed classroom observations. The duration of each video or audio recording was approximately 45 minutes. From this table, there were a total of 5 videos, 4 audio files and 7 field notes used as means of observing the classroom.

Table 3.1: Classroom observation, focus of the lessons and methods

<table>
<thead>
<tr>
<th>Number</th>
<th>Date</th>
<th>Focus / Lessons</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2nd August 2010</td>
<td>Observing the teacher’s practice prior to the study (1)</td>
<td>Video/Field Notes</td>
</tr>
<tr>
<td>2</td>
<td>13th August 2010</td>
<td>Observing the teacher’s practice prior to the study (2)</td>
<td>Audio</td>
</tr>
<tr>
<td>3</td>
<td>1st October 2010</td>
<td>Introducing Critical Literacy to students</td>
<td>Field Notes</td>
</tr>
<tr>
<td>4</td>
<td>4th October 2010</td>
<td>Lesson 1: Gender Representation from a Popular</td>
<td>Video</td>
</tr>
<tr>
<td>Date</td>
<td>Lesson Title</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>8th October 2010</td>
<td>Lesson 1 continued</td>
<td>Audio/Field Notes</td>
<td></td>
</tr>
<tr>
<td>12th October 2010</td>
<td>Lesson 2: Homophobia</td>
<td>Video</td>
<td></td>
</tr>
<tr>
<td>15th October 2010</td>
<td>Lesson 2 continued</td>
<td>Video</td>
<td></td>
</tr>
<tr>
<td>19th October 2010</td>
<td>Lesson 3: Guns and Juvenile Violence</td>
<td>Video</td>
<td></td>
</tr>
<tr>
<td>22nd October 2010</td>
<td>Lesson 3 continued</td>
<td>Audio/Field Notes</td>
<td></td>
</tr>
<tr>
<td>29th October 2010</td>
<td>Lesson 4: Natural Disasters in Indonesia</td>
<td>Audio/Field Notes</td>
<td></td>
</tr>
<tr>
<td>5th November 2010</td>
<td>Lesson 4 continued</td>
<td>Field Notes</td>
<td></td>
</tr>
<tr>
<td>12th November 2010</td>
<td>Analysis of the popular movie Eclipse</td>
<td>Field Notes</td>
<td></td>
</tr>
</tbody>
</table>

**Interviews and informal conversations**

Interviews were intended to reveal participants’ responses to their engagement with a critical literacy English pedagogy and to identify any difficulties and benefits the students experienced. The interviews were also intended to verify classroom observation data related to how students responded to the critical literacy pedagogy. The interviews were conducted with the teacher and students throughout the study in both formal and informal contexts. Formal interviews were conducted during the middle (18th October 2010) and concluding stages of the research (30th November 2010). The objective of the first formal interview with the students was to obtain students’ general perspectives on the study, and to understand any difficulties they may have experienced. Results of the first interview helped the teacher and me to modify our next English lessons. The second interview was designed to find out if the students derived any benefits or experienced any difficulties from their involvement in this study. Formal interviews with the teacher were also conducted twice at the same time as the students, with similar objectives.

Apart from the audio recorded formal interviews, I often engaged in informal conversations, especially with the teacher. Before and after the teacher and I finished a lesson, we spent time in reflective discussions which were usually
not formally recorded but noted in my field notes. Reflection is an important dimension of practitioner research (Zeichner & Noffke, 2001). I also recorded my informal conversations with the students in my field notes. The aim of our informal conversations was to identify students’ perspectives on specific lessons.

With the assistance of the participating teacher, 15 of the 39 student participants were selected for the formal interviews on the basis of their achievements in the class. The interviews were conducted in both English and Indonesian. Before the interview I invited each student to choose which language they would prefer to use. This meant that the students could choose the language they felt most proficient in and comfortable with. Interview transcripts of students who chose to conduct the interview in English were clarified in Indonesian language the following day, in order to verify my transcript records. The early and later stage semi-structured interviews allowed the students and me to more openly explore various emergent themes. The first and second round interview questions for the teacher and students are located in Appendix 1.

**Students’ reflective journals**

Students were required to write a reflective journal after each of the lessons and submit them fortnightly to Andra and me for comment and return. The use of reflective journals in this study was meant to explore students’ critical reflections (Izadinia & Abednia, 2010) on the lessons and thus was an essential form of data for assessing the students’ responses to the critical literacy pedagogy implementation. In critical literacy education in EFL, reflective journal writing is also considered to constitute a productive activity with the potential to promote self-reflective EFL writing ability and critical consciousness (Ghahremani-Ghajar & Mirhosseini, 2005).

At the beginning of the research not all students were keen on the idea of personal reflective journal writing tasks. They related some difficulties with this task including a lack of ideas about what to write, an inability to remember what we discussed in the classroom or problems writing in English. When we found out why fewer students than expected were prepared to submit their
reflective journals, we initiated some lessons on practical journal writing techniques. For example, at one stage the teacher and I worked with the students to develop some useful opening sentences in English and explained what these sentences meant. We also shared suggestions for what journal information could follow from the opening sentences. Further, we decided to allocate the last fifteen minutes of the class to journal writing and offered students the flexibility to write in the Indonesian language.

Not all participants were diligent at keeping a regular journal. Some students were only keen to write in their journals at the beginning of the program, some did not write regularly, while other students did not produce any writing at all. In some instances, Andra and I suspected that students copied each other’s journals. Eventually I decided to select twelve journals for analysis on the basis of consistency and originality of students’ writing. Selected excerpts from the students’ reflective journals are presented throughout the thesis, especially in the analysis chapters. Samples of students’ journals are located in Appendix 2.

**Students’ written work samples**

Students’ work samples in this study consist of their written responses to the popular movie, *Eclipse* that we watched and analyzed in the class. To respond to the movie, students were required to answer five open-ended questions taken and modified from critical literacy assessment questions (Sandretto & Klenner, 2011). Data from the students’ written samples were intended to measure their demonstrated English written language development as an outcome of the critical literacy pedagogy implementation. On the day students were expected to submit their written responses, 6 students were absent, 9 did not submit their assignments and 5 indicated that they had copied each other’s work. Accordingly, 19 students’ writing samples are analysed in detail in Chapter 7.

**3.7 Data analysis**

All data in this study are analysed using multiple analytical frameworks appropriate to research aims. The analytical frameworks comprise: classroom
discourse analysis, the four dimensions model of critical literacy and the English as an Additional Language (EAL) Developmental Continuum published by the Victorian Department of Education and Early Childhood Development (DEECD, 2009).

Classroom Discourse Analysis

Classroom discourse is highly relevant to literacy research as it involves human interaction with texts. Investigating classroom practice must also include investigation of classroom discourse (Van Sluys et al., 2006). First of all, language used during classroom discussions between the teacher (Andra), me, and the students is investigated to reveal relationships of solidarity, status and power (Gee, 2004), and intricate links between classroom discourse and social practice (Gee, 2004). These relationships can be examined when researchers focus on Discourse with an upper case (Gee, 1996), defined as:

>a socially accepted association among ways of using language, other symbolic expressions, and artifacts, of thinking, feeling, believing, valuing and acting that can be used to identify oneself as a member of a socially meaningful group or “social network” (Gee, 1996, p. 131).

From this definition Discourse includes various expressions and patterns which help language users to identify themselves with a particular social group. Kumaravadivelu (1999) stresses the importance of social contexts in classroom discourse analysis, which assists researchers to consider classroom events as social event and the classroom as a miniature society regulated by its routines and rituals.

The second aspect of classroom discourse examined in this study is turn taking in classroom talk (Cazden, 2001; Rymes, 2009). Turn taking analysis of the classroom discourse in this study is used to identify development of the teacher’s pedagogical approach as well as students’ processes of learning, compared to the teacher’s previously-observed practice. Teacher questioning is also analysed to reveal kinds of learning that take place in the classroom, and whether the teacher gives opportunities for students to express, extend and modify their opinions or restricts their opportunities. Turn taking and features of classroom discourse such as IRE/IRF or teacher initiation-student response–teacher evaluation/feedback (Cazden, 2001; Cazden & Beck, 2003; Rymes,
2009) also signal classroom environments where students learn. IRE is often found in traditional classrooms and reveals a high degree of control over learning in the class that restricts both teacher and students as learners (Rymes, 2009). IRE does not require learners to interact with one another and thus produces passive learners who accept knowledge as it is presented to them by authorities (Kalantzis & Cope, 2012). The way a teacher uses feedback to stop interaction (“very good”) or, in contrast, to develop further discussion (“that’s a good opinion, why do you think it happened?”) is rooted in her/his teaching philosophy. Critical classroom discourse analysis can help researchers to reveal social contexts and subtle ideologies that shape the teacher’s decisions in using feedback, through analysing the patterns and contexts of classroom talk. Other features of turn taking examined in this study include students’ silence and overlapped responses. Understanding these patterns of communication in the classroom is important and can improve teachers and students’ levels of awareness in creating an equitable learning environment (Rymes, 2009) and awareness that classroom talk is an important feature in the process of education (Hardman & Abd-Kadir, 2010).

The third aspect of classroom discourse examined in this study is teacher questioning. Teachers’ questioning techniques are often divided between authentic questions and display questions. Authentic questions or referential questions (Long & Sato, 1983) are questions that the teacher does not know the answer to and that move the students to think beyond the text. The opposite kind of question is the display question (Long & Sato, 1983). These are questions that the teacher already knows the answer to, often in the form of yes/no questions. This kind of question often requires short and mechanical answers using incomplete sentences. Teachers’ questioning technique is important in critical literacy research as it reflects the choices teachers make, to ask lower-order questions which generate superficial answers or to ask higher-order questions which require analysis. The teacher’s questioning strategy was also analysed to determine whether it provides opportunities for students to initiate ideas or merely to recall facts and information (Hardman & Abd-Kadir, 2010). Students’ responses in classroom discourse analysis may also be used to examine resistance or participation, whether they are verbalized or not (Kumaravadivelu, 1999).
In analysing the classroom talk captured through classroom audio and video records and in my field notes, I first listened to and watched the video tapes and read all my field notes before I transcribed them. After critically listening to and watching the videos, and reading my field notes numerous times, I found common patterns across the data in terms of critical literacy teaching and English pedagogy. The next step was to analyse selected classroom conversations focusing on critical moments for both the teacher and students related to critical literacy teaching and English learning.

In transcribing the conversations, throughout the research I used classroom discourse conventions extracted from several sources including Cazden (2001), Gee (1999), Kumaravadivelu (1999), and Rymes (2009). These conventions are presented in Table 3.2 below.

**Table 3.2: Classroom discourse conventions used in the study**

<table>
<thead>
<tr>
<th>((Double parentheses))</th>
<th>nonverbal, silence, whispering or other features</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Square brackets]</td>
<td>overlap</td>
</tr>
<tr>
<td>Equal signs = :</td>
<td>first speaker continues a sentence after the</td>
</tr>
<tr>
<td></td>
<td>intervening talk</td>
</tr>
<tr>
<td>Exaggerated volume or stress:</td>
<td>ALL CAPITALS</td>
</tr>
<tr>
<td>Elongated single sounds:</td>
<td>Elo::ngated</td>
</tr>
<tr>
<td>Quiet voice:</td>
<td><em>.....</em></td>
</tr>
<tr>
<td>Uh, mmm:</td>
<td>Conversation fillers</td>
</tr>
<tr>
<td>Pause:</td>
<td>...</td>
</tr>
<tr>
<td>T:</td>
<td>teacher</td>
</tr>
<tr>
<td>SSS:</td>
<td>whole class</td>
</tr>
<tr>
<td>SS:</td>
<td>unidentified subgroup of class</td>
</tr>
<tr>
<td>S:</td>
<td>unidentified student</td>
</tr>
</tbody>
</table>

After I transcribed the classroom conversations, I analysed the patterns of classroom talk following Cazden’s (2001) and Rymes’ (2009) categorisation of each of the features: turn taking, kinds of questions, feedback and managing the floor. This categorization is intended to identify the relationship of features emergent from the classroom discourse to critical English teaching. I also use Gee’s (1999) concepts of status, solidarity, and power in analysing certain aspects of talk during discussions, especially students’ discussions.
The Four Dimensions Model of Critical Literacy

Students’ responses to the critical literacy instruction implemented in the class, as examined in Chapter 6, are analysed using the four dimensions model of critical literacy (Lewison et al., 2002). Compared to other critical literacy frameworks, such as the four resources model (Luke & Freebody, 1997), the four dimensions model is capable of classifying both pedagogical and textual practices, which makes it useful for classroom use in analysing both writing and classroom interaction. It is also capable of being used both as an analytical tool for research purposes in assessing student outcomes, and as an easily understood pedagogical tool valuable for EFL students and teacher in this study as newcomers to critical literacy education. This model also includes a specific notion of social action which is useful and relevant to the issue of justice and democracy in Indonesia. This instructional model’s aim to create a critically thoughtful community (Leland, Lewison, & Harste 2013) resonates with Indonesian calls for a more tolerant and critical citizenry.

As stated in Chapter 2 there are four dimensions of this model which are used as analytical categories: disrupting the commonplace, considering multiple perspectives, focusing on socio-political issues and taking social actions. For each of the lessons selected in this study, Andra and I assigned students’ responses to these analytical categories on an analysis sheet, as shown in Table 3.3. Details of the checklist for each of the lessons can be found in Appendix 3.

Table 3.3: Checklist based on the Four Dimensions Model3 (Gender Representations)

<table>
<thead>
<tr>
<th>The Four Dimensions Model</th>
<th>Is it evident?</th>
<th>Examples of students’ responses</th>
<th>Not evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrupting the commonplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are people positioned and constructed in the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which gender is viewed as more important in the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying multiple perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you identify different perspectives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any contradictory perspectives?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Whose voices are heard? Whose voices are missing? How many different interpretations of the text are possible?

Considering socio-political issues Going beyond personal attempts to understand the socio-political system to which one belongs Challenging unequal power relationships

Taking actions What actions will you take based on the text you have learnt? How is language used to maintain domination? Questioning the practice of privilege and injustice

### The English Language Developmental Continuum

Students’ written responses, further discussed in Chapter 7, are analysed according to the English as an Additional Language (EAL) Developmental Continuum from the Department of Education and Early Childhood Development (DEECD, 2009). This analytical category is chosen because it provides detailed descriptions, work samples and rich progress indicators to measure English language development. Detailed English language descriptors and progress indicators in Indonesian curriculum or schools are not available, especially for secondary school levels. Teachers in Indonesia usually refer to *Rencana Pelaksanaan Pembelajaran/RPP* (The Instructional Plans) to measure students’ language development. However the indicators are often restricted: for example they do not include specific language indicators of students’ progress or categories to rank students’ abilities in specific language skills.

There are other indicators of progress from various English tests available such as the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). However, the levels of indicators from these two tests are not appropriate to this study because they are targeted at students studying or working in situations where English is the main language. The International Second Language Proficiency Ratings (ISLPR) also provides descriptions of English language ability levels. However, close analysis reveals that the English language ability descriptors levels are
insufficient to determine students’ language competence in detail. One of the shortcomings of using the EAL Developmental Continuum is that it is available only for students up to Year 10. Therefore in order to make it more relevant and meaningful to this study, I modified and adjusted some of the language descriptions without sacrificing the essence of each language level, as is elaborated in detail in Chapter 7.

Students’ writing samples were read several times to identify English linguistic features which indicate progress in areas such as grammatical accuracy, range of conjunctions and vocabulary, noun-pronoun agreement, word order, the use of main ideas and supporting details, compound and complex sentences, a range of expressions, passive voice, a range of modality, relative clauses and other features. These features were then analysed and categorised to assess the students’ levels of English language development. Details of students’ writing samples can be found in Chapter 7.

3.8 Research procedures and timelines

The research project was conducted through five different stages: general preparation, teacher preparation, pre-implementation, implementation and evaluation. Each of the stages is outlined in Table 3.4 and illustrated below.

Table 3.4: Research procedures and timeline

<table>
<thead>
<tr>
<th>Stages</th>
<th>2010 Timeline</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Preparation</td>
<td>2nd-13th August</td>
<td>Contacted the school and the teacher, observed the English language teaching at the school</td>
</tr>
<tr>
<td>Teacher preparation and design process</td>
<td>16th August – 3rd September</td>
<td>Induction sessions with the teacher</td>
</tr>
<tr>
<td>Pre-implementation</td>
<td>1st-8th October</td>
<td>Introduced the program to the students</td>
</tr>
<tr>
<td>Implementation</td>
<td>12th October – 19th November</td>
<td>Critical literacy teaching</td>
</tr>
<tr>
<td>Evaluation cycles of formative data</td>
<td>Ongoing from September - December</td>
<td>Reflected on the design and implementation process</td>
</tr>
</tbody>
</table>
These five stages were carried out to help establish ways for me, a university teacher educator, to work with a classroom teacher in the design and implementation process. Both the research process stages in this chapter and the stages of professional learning in Chapter 4 are relevant, especially to the first research question focus on the design and implementation process of a critical literacy pedagogy.

**Stage 1: General preparation**

This initial stage was conducted after I established contact with the school and the teacher and the students consented to participate in the study. During this period, I also observed the teacher’s classroom teaching practices for two weeks (2\textsuperscript{nd} – 13\textsuperscript{th} August 2010) to learn more about how English was taught at this school and how the classroom teaching resources were used, and to gain an indication of students’ English levels and the teacher’s professional perspectives on teaching English.

**Stage 2: Teacher preparation and the design process**

Over the two weeks period from 16\textsuperscript{th} August – 3\textsuperscript{rd} September 2010, I began to work with the teacher to develop induction sessions suited to his theoretical and practical need to introduce critical literacy concepts in English teaching. The procedure for conducting the workshops was influenced by the professional development theories of Darling-Hammond (2006) and specifically, by professional learning in literacy education approaches developed by Lyons and Pinnell (2001), and Askew et al. (2002).

Details of the model of professional learning, which include our discussion of classroom discussion topics, teaching resources, assessment criteria as well as the teaching schedules, are outlined in Chapter 4. The impact of this professional learning approach on the teacher’s critical pedagogical practice is examined in Chapter 5, in the context of an analysis of the teacher’s learnings from these sessions and identification of the challenges encountered in implementing critical literacy teaching pedagogy.
Stage 3: Pre-implementation

Stage 3 involved preparing students to participate in the study and modelling ways critical literacy can be taught. I introduced the students to key critical literacy definitions and emphasized the importance of critical literacy. I also provided a list of questions used in critical literacy teaching, detailed in Chapter 4 and taken from McLaughlin and DeVoogd’s (2004) synthesis of various theorists. Details of students’ responses during this stage are elaborated in Chapters 6 and 7.

Stage 4: Implementation

The implementation stage consisted of our collaborative teaching and the teacher’s independent practice which lasted from 12th October – 19th November 2010. There were three topics taught: Homophobia, Guns and Juvenile Violence, and Natural Disasters. At this stage, the teacher and I also began the process of evaluating and reflecting on each lesson in order to modify and improve our subsequent critical literacy teaching practice. The analysis of the classroom implementation of critical literacy is detailed in Chapter 5 (the teacher) and Chapters 6 and 7 (the students).

Stage 5: Formative evaluation cycles

During the implementation stage there was ongoing formative evaluation using data collected from the classroom observations, the audio and video files, the teacher’s and the students’ interviews and the students’ journals. Summative evaluation at the end of the program involved interviewing the teacher three weeks after the program ended to provide sufficient time for him to reflect on the overall study. I also interviewed students to identify what they learnt, and compared and cross checked this with other data. Another summative evaluation consisted of students’ written responses to a popular movie, Eclipse, that we discussed and analysed in the class. Details of students’ written responses are located in Chapter 7.
3.9 Validity in practitioner research

Traditional validity criteria, such as objectivity, reliability and validity, applied in educational qualitative research (Spencer, Ritchie, Lewis, & Dillon, 2003) do not resonate with the practitioner research paradigm as such criteria are more appropriate to traditional scientific research. Validity criteria for practitioner research have been influenced by the action research tradition. In this study I employ validity criteria proposed by Herr and Anderson’s goals of action research validity (2005) outlined in Table 3.5. The criteria relevant to this study are then elaborated below.

Table 3.5: Herr and Anderson’s goals of action research and validity

<table>
<thead>
<tr>
<th>Goals of action research</th>
<th>Quality/validity criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The generation of new knowledge</td>
<td>Dialogic and process validity</td>
</tr>
<tr>
<td>The achievement of action oriented outcomes</td>
<td>Outcome validity</td>
</tr>
<tr>
<td>The education of both researcher and participants</td>
<td>Catalytic validity</td>
</tr>
<tr>
<td>Results that are relevant to the local setting</td>
<td>Democratic validity</td>
</tr>
<tr>
<td>A sound and appropriate research methodology</td>
<td>Process validity</td>
</tr>
</tbody>
</table>

Process validity is interdependent with outcome validity (Herr & Anderson, 2005) as the outcome will reflect the process validity. When drawing on process and outcome validity, researchers should ask themselves whether findings are a result of a series of reflective cycles that include the ongoing problematization of the practices under study (Herr & Anderson, 2005). In this study, as outlined in Sections 3.2 and 3.8 and further elaborated in Chapter 4, data formation and analysis are conducted in reflective cycles to inform our teaching practice.

Another measurement of process validity is whether sufficient processes are used in the different stages of research (Zeichner & Noffke, 2001). In this study, as outlined in Section 3.8, there are five different phases of research
including three action research cycles as well as multiple layers of data formation.

In catalytic validity all participants, including the teachers and researchers, should develop their understanding of the social reality under study and also be open to reorienting their view of reality as well as their view of their role (Herr & Anderson, 2005). There is also a degree to which the study energizes participants to more fully know and understand their own multiple realities in order to finally transform them (Zeichner & Noffke, 2001). In this research, as outlined in Chapter 5, the teacher and I are able to gain a deeper understanding of our own practices, as is evident in many reflective conversations and discussions. This process of promoting reflective dialogue also addresses the further criterion of dialogic validity.

The study participants were actively and collaboratively involved in all stages of the research. Collaboration is one of the keys to promoting democratic as well as dialogic validity (Herr & Anderson, 2005). In other words, practitioner research is less likely to be valid if conducted by the practitioner alone. Democratic validity can also be demonstrated by taking into account participants’ multiple perspectives and interests in the study as indicated in Chapters 4 and 5. This issue is also elaborated below in relation to ethical challenges (Section 3.10).

### 3.10 Ethical challenges

Some ethical challenges emerged from the field work. First of all, regarding the consent process, although the teacher participated on a voluntarily basis, he may have faced pressures impacting his decision to consent. The pressure may be evident in a conversation I had with the school principal in a preliminary meeting. The school principal indicated an ambition to increase the school status to gain a higher level of school accreditation to become a school with a national standard. One of the ways to achieve this goal is to obtain public recognition by strengthening collaboration with universities. This objective may have impacted his decision in encouraging teachers to participate. Andra
was the most junior English teacher at school, and therefore the reluctance of some senior teachers to participate may have placed pressure on him to be involved.

For the students, their participation in this research, which included a significant change to their English subject, implied greater pressure in facing school exams given that the research took time away from specific examination preparation. Although we negotiated what Andra and I understood to be a reasonable period between student exam preparation and the critical literacy pedagogy, students may have experienced some pressure in relation to their need to allow adequate time to prepare for their school exams.

3.11 Conclusion

This chapter outlined the research design, and described participants, data formation methods, the analytical categories, issues to do with validity of the research, and ethical challenges that emerged from the study. That practitioner research best represents the research design is demonstrated through its overall coherence with the study, such as the dual role of teaching and researching, intentionality, and the aim to improve English pedagogical practices.

In this practitioner research, my research questions aimed to open up expanded and deeper understandings about teacher professional learning, students’ engagement with critical literacy pedagogy, and students’ written language development. With this aim at the forefront, I selected research methods appropriate to generating rich qualitative data responsive to the research questions: classroom observations, teacher and student interviews as well as informal conversations, and students’ English writing samples and reflective journals.
CHAPTER 4: PROFESSIONAL LEARNING

4.1 Introduction

Responding to the research question on the factors leading to the successful design and implementation of critical literacy pedagogy in an EFL class in an Indonesian setting, this chapter argues that one of the factors contributing to the successful design and implementation of critical literacy pedagogy in this study is professional learning. As also outlined in the literature review, I argue that a program of professional learning is one key factor that contributes to the successful design and implementation of critical literacy pedagogy in this context.

The model of professional learning developed for this study is informed by action learning cycles combined with coaching and modelling. This model is designed to help develop teachers’ knowledge of the theory and practice of critical literacy pedagogy. Coaching and modelling lessons in this model aim at providing an effective introduction for a teacher unfamiliar with critical literacy. Once the teacher has been introduced to critical literacy, the professional learning program gives him agency and recognises his classroom experience by moving to a collaborative and reflective action learning program (Robinson & Lai, 2006). In English language teaching, the reflective model of professional learning and associated action learning cycles has been widely accepted for its usefulness in helping teachers to become more contemplative (Wigglesworth & Murray, 2007) and encouraging teachers to improve their own theories about teaching and learning (Burns, 2000). Professional learning relying on teacher reflection complements critical literacy pedagogy, which aims to help students to be critically reflective.

This chapter starts with a discussion of the negotiation of relationships and expectations between the teacher and me and is followed by a description of the evolution of our collaborative learning process. In Section 4.2, this process is discussed at length and includes the teacher’s main reasons for wanting to participate in the study and details of his previous experience of professional learning. Section 4.3 elaborates the action learning cycles which inform our collaborative learning. In Section 4.4, the discussion focuses on the details of
our planning process consisting of observing the teacher’s practice, developing his knowledge through induction sessions and design of our teaching rotation. Discussion in Section 4.5 examines the action stage embracing modelled lessons and coaching, and an overview of the teacher’s independent practice. Finally, results of observations and reflections on our professional learning are provided in Section 4.6, along with the identification of some of the challenges we faced emerging from the reflection process.

Conducting professional learning with teachers in a research context is a complex and an uneasy process. The teacher in the study represents the majority of teachers in Indonesia who are familiar with a model of professional development which is usually top-down and thus does not include bottom-up initiatives (Widodo & Riandi, 2013). In their two-year research on professional development for Indonesian teachers, Widodo and Riandi (2013) reveal that the government often determines everything related to professional development such as topics, systems and participation. In this chapter, it becomes evident that the professional learning in this study provides an alternative to the typical professional development delivered in Indonesian educational contexts.

4.2 The negotiation of relationships and expectations

The process of collaborative learning in this study begins with recruitment. As stated in Chapter 3, after the school responded to my letter, I came to the school where the principal introduced me to three English teachers: two males and one female. After I explained briefly my research plan, one male teacher, Andra, said that he would be interested to join the research. The female teacher who specialised in teaching Year 12 immediately confirmed that she would focus on preparing her students for the National Exam while another male teacher who just recently started work at that school said he would need time to adjust before he involved himself in any other activities. Andra mentioned two reasons why he wanted to participate. First, he felt a strong need to update his
English teaching methodologies. Second, as he was enrolled as a postgraduate student at that time in Teaching English as a Foreign Language, he wanted hands-on experience in researching his own classroom.

After Andra expressed interest in participating in the research, we engaged in a further discussion of the research plan, including what he was expected to do as part of his participation. A little tension emerged when he learnt that some part of the research involved me observing his class in order to identify the learning process students engaged in prior to the research. In the beginning he was anxious about whether I would “evaluate” his class as in our previous formal lecturer-student relationship. I assured him that our roles were different now and that it was neither my intention nor my responsibility to assess his teaching practice. I emphasized that the major aim for this study was to design and implement a critical literacy pedagogy through collaborative work in his classroom.

Andra had some concerns because he had not previously encountered critical literacy pedagogy. He recalled his past experience in which participating teachers were required to implement a new approach without sufficient supports:

*Episode 4.1 Andra’s reflection on previous professional learning*

Biasanya kalau ada mahasiswa S2 atau S3 yang penelitian, mereka istilahnya cuma minjem kelas saya dan saya ngga dilibatkan apa-apa, atau kalaupun ada dari pihak lain misalnya dari penilik mereka juga cenderung ngga melibatkan perspektif kita sebagai guru di sini, tapi mereka langsung aja nyuruh guru buat implementasi apa gitu lah… (A reflection with Andra, 26th July 2010).

Usually if Masters or PhD students did their research here, they just like borrowed my class for a while and didn’t involve me, or when there were other parties like observers from the educational bureau they usually didn’t include our perspectives as teachers here, they just directly told us to do this or implement a new approach… (A reflection with Andra, 26th July 2010).

Andra’s experience reflects a reality faced by teachers in which professional learning is conducted by an outsider (in this case the local educational bureau) who visits the schools with new approaches and instructs the teachers to change their practice based on an outsider perspective. Andra indicates, therefore, that he felt excluded from the research in his classroom and that this research was conducted by someone who came to his classroom with a clear
idea of what to study, how to gather the data required and how to analyze this. In Andra’s experience such research is conducted with minimum participation from the teacher. Teachers who view educational research as conducted by ‘others’ are relying on a traditional model highlighting the teachers’ role as a consumer rather than producer of research (Robinson & Lai 2006). The practice of excluding teachers’ perspectives from educational research is considered ineffective in professional learning, especially in the field of English language teaching (Wigglesworth & Murray 2007). Wigglesworth and Murray (2007) argue that intensive collaboration that helps teachers to become reflective on their own teaching is more effective than intervention by experts or authorities who try to alter teachers’ practice.

Although, unlike his past experience, Andra was expecting to adjust his teaching style as part of his involvement in this study, he went further than that to play an active role in and contribute to all stages of the research, including the planning and evaluation, as elaborated in Sections 4.4 – 4.6 below.

4.3 Action learning cycles

The professional learning process in which Andra participated was organised as a series of action learning cycles that reflect a process of collaborative, reflective and continuous learning. In this section, I outline details of this process following Kemmis & McTaggart’s (1990) seminal model of action research cycles. The implementation of action learning cycles is an important part of the professional learning in this study. Each stage of professional learning provides data to inform the next stage. In other words, our action informs reflection while at the same time action is also guided by reflection. For example, data in the planning cycle are analysed to inform our action cycle.

Table 4.1 summarises how these cycles are implemented. The first column consists of the cycles: plan – act – observe – reflect. The second column indicates how each of the cycles is implemented in the professional learning.
The third column reflects the implementation of these cycles in each of the lessons analysed in this study (see Chapters 5 and 6).

### Table 4.1: Action learning cycles during professional learning

<table>
<thead>
<tr>
<th>The Action learning Cycles</th>
<th>Implementation during the Professional Learning</th>
<th>Implementation of each cycles in each of the lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Observe the teacher’s practice</td>
<td>Design the syllabus, materials, students’ tasks and activities</td>
</tr>
<tr>
<td></td>
<td>Develop the teacher knowledge of critical literacy pedagogy</td>
<td></td>
</tr>
<tr>
<td>Act</td>
<td>Coaching, modelled lesson, and lesson study</td>
<td>Put the plans into practice</td>
</tr>
<tr>
<td></td>
<td>The teacher’s independent teaching</td>
<td></td>
</tr>
<tr>
<td>Observe</td>
<td>Investigate the outcomes of professional learning from the teacher’s and teacher educator’s perspectives</td>
<td>Examine students’ responses to our teaching</td>
</tr>
<tr>
<td>Reflect</td>
<td>Identify what the teacher and teacher educator learns</td>
<td>Seek improvement for the next cycles</td>
</tr>
</tbody>
</table>

A total number of three cycles were planned and carried out during the project. These consisted of my modelled lessons, Andra’s independent practice, and our collaborative teaching. In each of these cycles, the plan-act-observe-reflect cycle was repeated. The teacher’s role in each of the cycles was different; however these roles all demonstrated active participation throughout the research.

### 4.4 Planning

There were three stages in the planning cycle. First was a preliminary observation to gather information about the teacher’s practice prior to the critical literacy intervention. Data from the first stage were then analysed to inform the second stage, focused on developing the teacher’s knowledge of critical literacy pedagogy. The third stage involved our discussions on planning teaching schedules and teaching resources.
Observing the teacher’s practice

The aim of the preliminary observation was to gather information on how English was taught in the school. Andra’s role here was to provide data on how English was taught in his classes. During this period I visited Andra’s classes for two weeks (2-13th August 2010) and recorded information about English language teaching and learning in my field notes. At the conclusion of each of the lessons I observed, we engaged in a reflective discussion around what transpired in the class.

The two-week observation revealed that Andra’s English teaching was highly textbook-driven. The textbook itself was designed to prepare students for the school and national exams, as was evident from language tasks which focused on students’ mastery of grammatical knowledge. The standardised testing system for all school subjects in Indonesia, including for English (locally known as UAN), as stated in Chapter 1, emphasizes rote learning in which students are expected to give ‘right’ and ‘wrong’ answers and are tested using multiple choice test formats. This kind of test does not equip students to develop their critical thinking (Alwasilah, 2001) and yet the pressure for students to succeed in the UAN is so high that teachers prepare students to encounter it early on, as in Andra’s classroom. Therefore, as I observed from his classes, Andra restricted his teaching mostly to grammar-focused exercises. This is evidenced by the following fieldnotes (4.2) taken from my observation in the first week.

Episode 4.2
Fieldnotes on Andra’s class. 3rd August 2010.

Andra walks in to the class. Some students who are chatting with one another immediately stop talking and return to their desk. The desk arrangement is the one mostly found in Indonesian classroom settings; they are seated in rows facing the white board and the teacher’s desk. Andra greets his students using Islamic greeting “Assalamualaikum” which means “May peace be upon you” and students reply accordingly. After calling the students’ role, Andra opens the class and has a bit of chat in Indonesian language with students about their weekends. Students look excited talking with Andra, they enjoy talking about their activities. As the teacher who is also Head of the Arts department, Andra announces some information related to Arts activity before he starts the lesson. After that, Andra starts to review the last lesson which focuses on passive sentence construction. Andra begins to use English and asks students if they remember how to make passive sentences. Students hardly answer Andra’s question. Then to remind them, Andra writes an example of passive sentence on the white board and asks in Indonesian if this sentence is correct. Some students reply “yes” in Indonesian and some other students do not seem to have opinions. Then Andra asks students to open a certain page in their textbook and do the exercise in the
book about passive sentences. When I look at students’ textbook, the exercise they have to complete is called “Active Reading”. In this exercise they need to fill in the blanks by changing the verbs into correct passive sentences. During the activity of filling the blanks, students sometimes ask Andra the meaning of certain words in Indonesian, for example the word “divide”. Andra sometimes translates the words directly into Indonesian or asks students to look them up in their dictionary. After this exercise, Andra discusses the correct answers for each of the blanks they fill, and students are asked to produce their own passive sentence in their workbook. This activity takes until the end of one teaching period. After the bell rings Andra asks students to continue with another activity in the textbook.

In the lesson described in the field notes, the teacher opened the class with informal chit-chat to break the ice and tried to connect the previous topic with the present lesson through a review. Andra also assisted students in many ways; for example in a case where students encountered unfamiliar English words in an exercise or a text, Andra provided assistance by translating the word into Indonesian language or encouraging the use of a dictionary. However as is evident from my fieldnotes, Andra’s approach to teaching English was textbook-bound with a strong emphasis on grammar teaching. The grammar focus such as passive voice was taught separately from contexts, as was evident when students had to fill the gaps with appropriate grammar items. Although at the end of the lesson Andra provided opportunities for students to construct their own sentences, again, this served as a test of students’ grammatical knowledge of passive construction.

The first-week observation showed Andra complying with expectations that teachers will take responsibility for preparing students for exams. However, meaningful interactions between the students and the teacher seemed to be absent, as the teacher’s main role was to transmit grammar mastery. This practice is not conductive to the nurturance of higher-order thinking skills (Hardman & Abd-Kadir, 2010), as it operates on the basis of factual knowledge at the basic level of Bloom’s learning taxonomy (Anderson & Krathwohl, 2001).

After the two-week observation ended, we engaged in a discussion on how to design and implement critical literacy pedagogy in the class. Unlike his role in the first stage, Andra participated more actively in the second stage.
**Induction sessions**

The induction sessions in the second stage of the planning cycle took place over a three week period (16\textsuperscript{th} August – 3\textsuperscript{rd} September 2010), during which we met once or twice weekly for approximately 30-45 minutes. The objective of our induction sessions was to provide Andra with opportunities to familiarise himself with the critical literacy pedagogical framework.

The induction sessions began with reading and discussion of key texts about critical literacy. In selecting the reading materials, I was aware of the teacher’s busy schedule. Andra often had to juggle his time between teaching duties, administrative responsibilities, and completing his Master thesis. In selecting the reading literature on critical literacy pedagogy, I included practical, professional and academic materials, representing best practice in critical literacy teaching in English classes, taken from printed materials as well as online resources. Then I summarised the key relevant points in the form of handouts. The readings ranged in difficulty from “easy” to “challenging” and were intended to assist the teacher to progress in a straightforward way through each stage while providing him with a diverse range of critical literacy teaching ideas and suggestions for classroom practices. At this stage, I realised it was rather difficult to find critical literacy books written for schoolteachers in plain language that is easy to understand (Lin, 2004). Therefore combining different reading sources and summarising them in plain language were important resources used in the induction sessions.

Table 4.2 below shows the reading literature that we explored together during the induction sessions. Andra and I worked collaboratively to select and finalise the reading literature, especially in Week 3. In this week, Andra expressed some doubts as to whether students with low English proficiency would respond well to the planned critical literacy pedagogy (see Episode 4.3 below). Based on Andra’s concerns, I selected some literature relevant to secondary school level students with a low level of English proficiency, or to students at primary school at the same English proficiency level as the students in the study.
Table 4.2: List of reading literature in the induction sessions for building the teacher knowledge on a critical literacy pedagogy.

<table>
<thead>
<tr>
<th>Week</th>
<th>Title and Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>School-based critical literacy programme in a Hong Kong secondary school (Wong et al., 2006). Taking on critical literacy: The journal of newcomers and novices (Lewison et al., 2002). Critical literacy finds a “place”: Writing and social action in a low-income Australian grade 2/3 classroom (Comber, Thomson, &amp; Wells 2001).</td>
</tr>
<tr>
<td>4</td>
<td>A guide to practitioner research (Menter et al., 2011).</td>
</tr>
</tbody>
</table>

Our discussions usually began with a shared reading of the materials we had agreed on previously. However, the discussion sometimes did not work out as expected because the teacher had difficulty finding time to read the new materials provided. To make more efficient use of the research time available, and to ease the additional time pressures, I usually summarised the relevant materials and then highlighted important theoretical and practical concepts related to the study.

The articles in Table 4.2 were chosen because they represent discussions of critical literacy in different educational settings and practitioner research relevant to this study. For example, materials in the first week provide practical insights for English teachers about how critical literacy can be taught in classrooms. Discussions in this week started with a definition and followed up with some prepared questions that can be directly implemented to assist students to engage in reading and writing practices. The first week also offered strategies for teachers to use in assisting students develop their critical thinking capabilities. In the second week, the discussions focused on the four dimensions model of critical literacy (Lewison et al., 2002) and practical
critical literacy strategies (Luke et al., 2001) further elaborated in the action cycle.

The induction session in the third week focused on the implementation of critical literacy in different contexts, including EFL settings and English as a first language. The selected reading materials also addressed different educational levels at different schools, such as a Hong Kong secondary school (Wong et al., 2006) and a primary school in the USA (Lewison et al., 2002) and Australia (Comber et al., 2001). At our meeting in the third week, Andra related that he was impressed by Comber et al.’s (2001) article that focused on critical literacy for students in Year 2/3. He gradually began to see possibilities for implementing critical literacy with primary students or students at primary levels or with low English proficiency.

Episode 4.3
Transcript of the teacher’s doubt on critical literacy

Setelah saya baca artikel ini, saya jadi tertarik dengan approach ini karena ternyata anak-anak kecil juga bisa mulai diajarkan tentang critical literacy, tapi tentu dengan cara yang mudah. SePERTinya mereka cuma main-main aja, lihat-lihat pohon di sekitarnya tapi ternyata ada pembelajaran lain di balik itu. Dibandingin sama kita anak S2 ketika disuruh buat membaca kritis kayanya susah banget…jadi jangankan anak kecil, kita aja susah, setelah saya baca ini ternyata itu mungkin juga, tapi kita bisa ngga ya aplikasikan di sini? (Andra, 2nd September 2010)

After I read this article, I felt more interested in this approach because it turned out that small children can also be taught critical literacy, with easy methods of course. Seems like they’re just playing, looking at trees around them but there’s learning there. Compared to us, as postgraduate students, when we were asked to read critically it’s so difficult…so how could small children do that, but after I read this it seems possible; I wonder can we implement that here? (Andra, 2nd September 2010)

The induction sessions seemed to provide new insights for the teacher to draw on. Episode 4.3 demonstrates an initial understanding of how teachers could implement critical literacy through practical strategies designed to be highly relevant to students’ lives. Andra’s engagement with practical reading helps him realise the possibility of implementing a critical literacy pedagogy regardless of students’ academic levels or English proficiency.

At the conclusion of the induction sessions, we discussed possible pedagogical strategies to implement critical literacy. However, Andra indicated that he would like an opportunity to observe how some of these strategies can be implemented. In response to the teacher’s preference for observing critical
literacy teaching ‘in action’ prior to attempting it himself, we designed a teaching schedule that included two modelled lessons where I acted as the teacher and Andra as the observer. Andra also independently taught a critical literacy lesson and we concluded the cycle with a lesson taught collaboratively between Andra and myself. Each of these lessons is outlined below.

**Planning the teaching schedules and teaching resources**

The third stage in the planning cycle was to design the teaching schedules and to plan teaching resources. Andra participated in planning the teaching schedules and identifying the focus of each of the lessons and the teaching resources required. We then discussed our plan for the rest of the study in relation to who would act as the teacher or observer. Andra expressed his willingness to teach one lesson after my modelled lessons. Following his first independent lesson, I asked Andra if he would teach in another lesson. Due to his other teaching and administrative responsibilities, Andra explained that it might be difficult to conduct another independent lesson and suggested that the concluding lesson be conducted collaboratively between us.

As we planned our teaching schedules, Andra raised an important issue regarding the students’ impending school examination. He suggested creating a timeframe that more comfortably accommodated the time required for preparing students for their exam through conventional English teaching. I agreed to the teacher’s suggestion for an appropriate allocation of time, although I was aware that it might require him to carry extra duties. I elaborated this issue in Chapter 3 as one of ethical challenges emergent from this study.

The following Table 4.3 identifies our teaching schedules and the focus of each lesson. The lessons topics were inspired by the action learning cycles, in which we drew on data generated from each lesson to inform our next lesson. Table 4.3 shows the complete version of the rotation teaching schedules and topics of the lesson. There were three action learning cycles consisting of: my modelled lessons (Week 5-7), Andra’s independent lesson (Week 8) and a lesson taught collaboratively between the teacher and myself (Week 9-10).
### Table 4.3: List of teaching schedules and topics of each lesson

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Teacher</th>
<th>Texts</th>
<th>Lessons focus</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>2nd-13th August 2010</td>
<td>Observing the class</td>
<td>English textbook used at school</td>
<td>Teaching ‘Recount’ genre</td>
<td>English textbook used at school</td>
</tr>
<tr>
<td>3-4</td>
<td>16th August – 3rd September 2010</td>
<td>Building teacher knowledge</td>
<td>(see Table 4.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1st October 2010</td>
<td>Gin Gin</td>
<td>Introducing critical literacy to students</td>
<td>The importance of having questions to guide our reading</td>
<td>A compilation of critical literacy questions taken from multiple sources</td>
</tr>
<tr>
<td>6</td>
<td>4th-8th October 2010</td>
<td>Gin Gin</td>
<td>“The whiter your underarm is, the more attention you’ll get”</td>
<td>How people are constructed in the media; to practice using the critical literacy questions in reading the advertisement</td>
<td>A television advertisement</td>
</tr>
<tr>
<td>7</td>
<td>12th – 15th October 2010</td>
<td>Gin Gin</td>
<td>“FIPO raids cultural centers, demands end to gay film festival”</td>
<td>Homophobia, freedom of speech, religious and ethnic intolerance in Indonesia</td>
<td>The Jakarta Post (a local English language newspaper)</td>
</tr>
<tr>
<td>8</td>
<td>19th-22nd October 2010</td>
<td>Andra</td>
<td>“99 Ways to Die”</td>
<td>Guns, Bikie Gangs and Juvenile Violence</td>
<td>A video clip from YouTube</td>
</tr>
<tr>
<td>9</td>
<td>29th October – 5th November 2010</td>
<td>Team teaching</td>
<td>Various texts in media about disasters in</td>
<td>The way the media publishes information about disasters;</td>
<td>Several local media sources including television and newspapers</td>
</tr>
</tbody>
</table>

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4 A pseudonym abbreviation stands for ‘The Islamic Defender Front’
Indonesia to find out the dominant and silenced voices and who benefits from the publication

| 10 | 12th – 19th November 2010 | Team teaching | Watching the popular movie “Eclipse” | Gender representations | DVD |

### 4.5 Action

The action cycle began with pedagogical supports provided to the teacher and included coaching and my modelling of two lessons. These supports were aimed to increase the teacher’s preparedness to teach his own critical literacy lesson.

**Coaching**

Coaching is considered as “the most effective and efficient way” (Lyons, 2002, p. 93) to improve teachers’ knowledge, analytical skills and expertise, improve their students’ achievement (Costa & Garmston, 1994), and encourage them to actively reflect on their teaching practice (Lyons, 2002). In this study, coaching was conducted in all the lessons we had planned earlier in the first cycle (see Table 4.3).

Coaching was conducted one-on-one by gathering information before, during and after the planned lessons and by sharing specific coaching points on which to focus our attention. These points were drawn from Lyons and Pinnell’s “Questions to prompt analysis of teaching” (2001, p. 164) and were modified for a sharper focus on critical literacy processes. There were four main focusses to help us observe, analyse, and reflect on our teaching: first, to observe and analyse students’ behaviour; second, to become aware of the impact our decisions have on students; third, to deepen our understandings of the critical literacy process; and fourth, to reflect on our own teaching (Lyons and Pinnell, 2001, p. 164). Each of the focus includes subordinate questions as outlined in Appendix 4. Prior to the lesson we discussed points to observe. First, we looked at the list of questions together, and then we clarified each of
their meanings. The list of questions adapted from Lyons and Pinnell (2001) served as guidelines only. Andra and I often kept our own notes to observe, analyse, and reflect on our teaching, which were different from the prescribed list. Samples of Andra’s observation notes are located in Appendix 5 and 6. After the lessons ended, we engaged in a reflection based on the coaching notes.

**Modelled lessons**

While coaching was aimed at assisting the teacher to observe, analyse, and reflect on teaching, the modelled lessons were intended to assist Andra to gain a practical perspective on how to implement critical literacy pedagogy. We followed the advice of Lyons and Pinnell (2001), who argue that in an effort to try out a new teaching procedure in class, the professional developer and teacher can work collaboratively in four stages. First, the professional developer provides a demonstration lesson. Second, the professional developer shares part of the lesson with a teacher which allows her/him in a gradual release of responsibility. Third, the teacher teaches the lesson with some assistance from the professional developer. Finally, the teacher teaches the lesson independently. In modelling, teachers have an opportunity to observe and to be observed in the classroom (Lyons, 2002) and it is therefore an important strategy through which teachers learn to reflect on their own classroom practice (Rodgers, 2002).

The modelled lessons were taught over the two week period 4th – 15th October 2010 and were used to demonstrate a number of critical literacy strategies. Two modelled lessons were taught in this study: the first focused on the topic of gender representation and the second on issues related to homophobia. The four dimensions model was the critical literacy framework used to guide my modelled lessons (Lewison et al., 2002). Details of the two modelled lessons are located in Chapter 6. Prior to the modelled lessons, we discussed the list of questions to be used to analyse our teaching, as elaborated in the coaching section above. Using these questions Andra observed me and recorded his observations. His focus was not only on the process of critical literacy teaching but also on how students responded.
The field note (Episode 4.4) below describes the first modelled lesson session I conducted. It is presented here to provide a general idea of how I conducted the modelled lesson and to give a sense of the teaching approaches that Andra focussed on.

**Episode 4.4**

Field notes on the first modelled lesson with the topic on gender representations from a popular ladies deodorant advertisement. 4th October 2010.

Today students are ready to discuss some commercials they watched or read previously at home in order to investigate gender representation from those commercials. After I explain the objectives of this lesson, I ask students to present their findings in small groups. Students seem to enjoy this activity. Some students try to speak in English, others in Indonesian and the rest mixed between the two. As students work in a group with mixed abilities, I ask more knowledgeable students to help other students with language issues. Students are able to present their findings about the physical appearance of both genders well. In the beginning they do not see any problems with how girls and boys are presented in the commercial. Engaging them in critical literacy questions, I ask them, for example, “Do you feel that you are and your physical appearance are presented in the commercials? Are there any girls and boys with certain attributes that are not present in the ads?” Some students start to understand that girls and boys have been stereotyped, both in physical attributes and their roles in commercials. They mention some stereotyped characteristics of girls which construct the image of beauty such as having a fair skin, tall, slim, black and straight hair. They also learn that girls are often described as weak creatures who cannot solve a problem (e.g. flat tyre as in the ladies deodorant commercial) and need boys help to solve their problems. In other commercials students say that the female is a domestic figure who can be seen in kitchens while male partners relax in front of the television. As the opposite to girls, boys are stereotyped to be masculine and have an athletic body shape and be a hero to save girls.

During the modelled lessons, I used strategies to familiarise students with critical literacy pedagogy. For example, I demonstrated critical literacy questioning techniques to encourage students’ deeper engagement in the discussions and sharpen their analytical thinking skills. Gradually, students’ responses in this first modelled lesson demonstrated characteristics of a critical literacy way of thinking in accordance with the four dimensions model (Lewison et al., 2002). For example, students demonstrated their attempts to become more critically literate by questioning the ‘beauty’ images represented in the popular media (see Chapter 6). Apart from encouraging students to respond to higher-order question types, I invited them to work with other students in small mixed-ability groups. The teacher’s reflections on his observations come to light in the reflective dialogue we carried out at the conclusion of the lesson.
CHAPTER FOUR

Episoded 4.5
Transcript of Andra’s initial understanding on critical literacy

Kayanya kalau saya lihat tadi, Ibu mulai dari tanya ke anak-anak tentang apa yang mereka lihat di iklan, baru sudah itu anak-anak mulai ditunjukin bahwa ada ketidakadilan di iklan itu, ada yang ngga seimbang...mungkin seperti itu ya...saya lihat anak-anak kayanya suka ya dengan model belajar seperti ini, soalnya kan ini iklan yang anak-anak tahu, sehari-hari mereka lihat di tivi, tapi mereka ngga tau kalau ini bisa disikusikan, jadi ngga cuma nonton doang gitu. Terus yang saya lihat juga Ibu nanya ke anak-anak selalu pake bahasa Inggris dan dengan pertanyaan yang buat mereka mikir lebih jauh, saya juga lihat kalau anak-anak pake bahasa Indonesia, Ibu arahin ke bahasa Inggris atau minta anak yang lebih pintar nerjemahin...itu yang saya lihat tadi.... jadi semua terlibat (Reflective discussion with Andra. 4th October 2010).

From what I observed today, seemed like you started with asking kids what they observed or watched from the commercial, then slowly you took them to see injustice in it, like to see imbalanced points of view...I think maybe it’s like that...and the kids looked like they enjoyed it with this model of learning, because they knew this commercial well, they watched it every day in television, but maybe they didn’t know that we can discuss about it, so not only watch it. Then you asked kids in English, with questions that made them think more, I also noticed when they spoke in Indonesian, you directed them to use English, or asked better kids to translate...I think that’s what I observed today....so everyone is involved (Translated reflective discussion with Andra. 4th October 2010).

Using the questions elaborated in the coaching section to analyse teaching, Andra focused his observation on both the teacher (myself) and the students. His reflections on the first modelled lesson demonstrated a developing understanding of some of the strategies used to practice critical literacy pedagogy. Andra seemed to be aware that questioning techniques serve as a means of facilitating students’ critical literacy thinking. Andra also reflected on use of popular everyday texts in critical literacy classrooms. From his observations, students demonstrated enthusiasm in the class due to their familiarity with the popular advertisement. Further aspects of critical literacy pedagogy that the teacher reflected on are discussed in Chapter 5.

Explicit teaching of critical literacy pedagogical strategies

This section examines the research justification and rationale for strategies that I modelled to the teacher in the induction sessions and also to the students at the implementation stage. While there are few, if any, specific strategies for EFL learners, strategies were informed by literature on teaching critical literacy to English as a Second Language students and to students with low levels of
English proficiency and were selected on the basis that they were appropriate for young adults students with limited English language proficiency.

Before students are ready to engage with critical literacy practices, teachers are encouraged to familiarise them with the questions they should have in their mind while engaging with texts and allow sufficient time for students to understand the texts before asking them critical questions. Teachers should integrate critical literacy questions into normal reading and writing activities (Brown, 1999) and not present too many new concepts at the beginning, especially for novice students.

Brown’s critical literacy strategies (1999) are in line with the work of McLaughlin and Allen (2002) who offer five procedures to support EFL learners. First, teachers explain the concept of a critical stance and its importance in reading a text then demonstrate and guide learners in reading through critical questions. Examples of critical questions that can be used are synthesized from Luke et al. (2001):

- What is the topic?
- How is it being presented?
- Who is writing to whom? Whose voices and positions are being expressed?
- Whose voices and positions are not being expressed?
- What is the text trying to do to you?
- What other ways are there of writing about the topic?

In the next step after practicing these questions, students may be assigned to work in small groups and discuss how their points of view and their understanding of the texts have changed by asking these questions. It is also essential that the teacher models use of the critical questions (McLaughlin & DeVoogd, 2004).

The critical literacy classroom usually involves discussions using social, real life, and controversial texts. These resources are intended to explore students’
diverse thinking, and thus move teachers and students from passive teaching and learning to become more engaged and more critical of texts (Lewison et al., 2008). To accomplish this goal, texts for discussions are not limited only to controversial issues. Selected texts can also include everyday texts and objects as a source of investigation (Comber, 2001; Luke et al., 2001; Lewison et al., 2002) including textbooks used at school. Textbooks, which often do not reflect reality and tend to simplify authentic language, are considered to be problematic in the critical literacy classroom (Alford, 2005). However textbooks can be used as a rich teaching resource, especially for adolescents to read with critical eyes to find out whose voices are privileged and whose are silenced (Sheridan-Thomas, 2008). Sheridan-Thomas (2008) further argues that investigating textbooks may help secondary school students to make real-life decisions as citizens and consumers. The use of popular culture and media as a part of curriculum is a further indicator of critical literacy teaching (Lewison et al., 2002) because popular culture helps learners to identify and analyse the ways media constructs and positions people (Vasquez, 2000; Marsh, 2006).

The teacher’s independent lesson

The coaching and two modelled lessons were aimed at introducing critical literacy pedagogy for the teacher, and were effective in developing key aspects of professional learning in this study. From the teacher’s perspective, his participation in the coaching sessions and his critical observation of my modelled lessons generated a greater level of confidence to undertake his own independent teaching. In Andra’s independent lesson, he based his teaching on the current social issue of juvenile violence receiving much attention in our city at the time the research was being conducted. The teacher demonstrated a change in his pedagogy relating to the critical literacy strategies he implemented in his lesson. He chose teaching resources relevant to students’ lives including popular culture from the internet video-sharing website YouTube.

During Andra’s independent teaching session (19th-22nd October 2010) I acted as a co-teacher by assisting students with the lesson tasks. To systematically observe Andra’s class, I kept coaching notes and made video and audio
recordings. At the end of the class, we collected data about students’ learning and reflected on the teacher’s practice by reviewing the video recordings and my coaching notes.

4.6 Observing and reflecting on the professional learning

At this stage, we used the following guide questions suggested by Lyons (2002) and Lydon and King (2009) to monitor changes made during professional learning:

- Are there any changes occurring in our classrooms?
- Are there any barriers to change?
- What effects do these changes have on our students’ learning?
- What do we learn from our teachings?

Analysis of the classroom data on students learning, used to inform our pedagogical decisions, was in line with the principles of action learning in that we implemented a teaching approach, collected evidence of students’ learning, analysed the data and then used the evidence to improve practice (Stringer, 2007; Wells, 2012). For example, in the second lesson that I modelled, the teacher and I reflected on the video as well as the coaching notes. Coaching notes were used to start our reflective discussions which were then supported by the video. Using the list of guide questions (see Appendix 4), our reflections focused on how I implemented critical literacy strategies and how the students responded to these.

Andra’s role at this stage was as a critical observer. In his coaching notes, he identified that the text I chose was too difficult for students and mentioned names of some students who seemed to have trouble understanding the text. He also observed students’ behaviours which may have indicated that some students felt confused and lacking in confidence, or uninterested in the topic of the lesson. This analytical observation was supported by a scene in the video which showed a boy putting his head on his desk: a non-verbal sign that he may not have been interested. In the first few minutes of the lesson, students seemed reluctant to engage as few responded to my questions. Students
recorded in their reflective journals or disclosed in their interviews that they had found this particular lesson difficult. From this data, we then reflected on this particular lesson and used this reflection to inform and improve our practice in the following lessons.

From Andra’s perspective, this collaborative reflection on the lessons helped him to become more reflective on his own teaching practice, as well as helping him better understand how students learn. The students’ reflective journals also provided insights into their responses to the lessons. On reading one of the students’ reflective journals at the conclusion of one lesson, Andra was surprised that a student demonstrated an ability to write in English in a way that demonstrated some of the dimensions of critical literacy. Reading students’ journals also raised the teacher’s awareness of and confidence in his students’ English learning, as he reflected in Episode 4.6.

**Episode 4.6**

Transcript of Andra’s awareness on underestimation of students’ English proficiency

_Waktu saya baca jurnal mereka, saya sadar kalau ternyata saya kadang underestimate kemampuan bahasa Inggris mereka, saya juga senang dan bangga melihat kemampuan mereka menganalisis suatu hal dengan lebih kritis, saya merasa lebih kenal siapa murid saya_ (Andra’s reflection. 30th November 2010)

When I read their journals, I realised that sometimes I underestimated their English proficiency. Now I’m very happy and proud to see their ability improve and that they can analyse an issue critically. I feel like I know better who my students are. (Andra’s reflection. 30th November 2010)

By reading students’ reflective journals, Andra experiences an important shift in the way he estimates his students’ English proficiency levels. He emphasises that his current perspectives have now changed and that the reflection process has helped him better understand his students. Selected excerpts of the students’ reflective journals are located in the analysis chapters in this thesis and in Appendix 2.

**Addressing challenges emerging from the reflection process**

This section examines challenges that Andra faced during the implementation of critical literacy in the school. I identify four challenges the teacher encountered and suggest some responses to address the challenges. At the end
of this section, I also include a challenge I experienced from my perspective as a teacher researcher.

**First challenge: Transformation from the “banking” pedagogy to critical pedagogy**

The first challenge that Andra encountered was to transform students’ way of thinking and learning from a “banking pedagogy” to a “critical pedagogy” (Freire, 1970). The students and Andra were familiar with the banking approach as it cohered with the pedagogical character of the school curriculum and examinations. In both school and national examinations, students were presented with multiple choice questions reflecting a rote learning approach, such as memorising factual information and testing students on their literal comprehension. These approaches are also evident in the textbooks used to prepare students for examinations. In one of the textbooks, for example, in a reading task, students were required to answer questions that tested their basic understanding of the text, such as ‘what is the main idea of paragraph 1?’ or ‘what does they refer to in line 15?’. As a user of these textbooks the teacher was accustomed to transferring knowledge to students, a teaching approach which offered little opportunity for students to develop their independent and critical thinking and that promoted passive learning. In this light, students appeared to be empty vessels waiting to be filled with knowledge.

In an interview, Andra related that his significant shift in teaching from a ‘banking approach’ to a ‘critical approach’ posed a great challenge.

**Episode 4.7**

The teacher’s first challenge

*Selama ini kan anak-anak udah biasa ngapalin rumus, ngapalin grammar, bukan apa-apa karena nanti yang muncul di ulangan atau UN ya yang model begitu. Ibu lihat di buku juga begitu semua. Apalagi saya pernah ngajar anak-anak yang ikuti bimbingan pra-UN di sekolah, mereka digeder buat gimana caranya nyari jawaban yang bener dalam berapa detik. Jadi Bahasa Inggris tuh kaya Matematika, semuaanya tinggal pilih yang mana jawabannya, ga harus berpikir kritis. Sementara kalau saya lihat critical literacy itu kayaany jauh banget...anak-anak harus menentukan jawaban mereka sendiri, jawabannya ngga kita kasih, mereka harus berpikir kritis tentang suatu hal, jadi itu berat kalau kata saya....*(Interview with Andra. 8th November 2010)*

All this time kids were used to memorising language formulas, memorising grammar, that’s simply because they will face things like that in school exams or the National Exam. As you can see in the textbook, all exercises are like that.
Moreover I once taught kids in a special preparation class for the National Exam, they were trained to find out the correct answer in a couple of seconds. So English is like Math, all they need was to find the correct answer, they didn’t need to think critically. Meanwhile if I see critical literacy, I think it’s way too different...kids have to decide their own answers, we as the teachers, we don’t give them the answers, they have to think critically about something, that I think is very tough...(Translated interview with Andra. 8th November 2010)

From Andra’s perspective, critical literacy teaching approaches stood in opposition to the conventional English teaching he and his students were used to. In conventional English teaching, both students and teacher treated English as a purely linguistic task that could be achieved by memorising sentence patterns, and where questions had only one single correct answer and provided little room for developing critical inquiry. By contrast, in critical literacy, students needed to learn to be independent of the teacher. Teachers, according to Andra, do not provide ‘correct’ answers for students, rather they encourage students to see multiple perspectives and not just the single truth embedded in a multiple choice question. Moreover, the fact that students in the pre-National Exams classes were trained to identify a correct answer within seconds indicates that the process of reflection is neglected in the mainstream English teaching system.

Some students also had a similar perspective to the teacher, as was evident in our interview. From some students’ points of view, their experiences of the differences between critical pedagogy and conventional English teaching created feelings of tension, difficulty and frustration. For example, some students were frustrated by the absence of “correct answers” during their class discussions. Interviews with Ni Luh and Adam illustrate that opinion.

Episode 4.8
Students’ experiences in critical literacy pedagogy that seem to resonate with the challenge identified by Andra

*Yang bikin susah tuh karena kita yang harus cari jawabannya, itu susah banget, juga kalau kita diberi teks dan gurunya nyuruh kita lihat ini, ini, ini…boring banget dan susah* (Interview with Ni Luh. 4th November 2010)

The one that makes it difficult is where we’re the one who has to look for the answer, that’s difficult, also when we’re given a text and the teacher asks us to look at this, this and this…that’s boring and difficult (Translated interview with Ni Luh. 4th November 2010).

*Kadang-kadang kalau abis pelajaran ini kita kan ngebahas topik apa gitu ya, terus aku liat ga ada apa ya…kaya ga ada kesimpulannya gitu, jadi aku kadang*
Sometimes after each lesson after we discuss a certain topic, what I see is...like there’s no conclusion, so sometimes I don’t know, I’m confused, when we discuss about it, it’s fun, but at the end it’s like... so what to do...(Translated interview with Adam. 4th November 2010)

The response from Ni Luh confirms the first challenge that Andra described earlier: to change the students’ attitude from being spoon-fed passive learners to thinking and learning independently. When she said ‘we’re the one who has to look for answers’, this expression indicates a shift in learning to active engagement with the text in order to find ‘answers’ without relying on the teacher. Ni Luh’s response supports Andra’s view of the difference between critical literacy and traditional teaching. Critical literacy requires students to search for gaps in the text in order to find silenced voices and marginalized perspectives (Luke & Freebody, 1999). This process requires students to read the text carefully, reflectively and therefore examine many issues. This describes how Ni Luh was responding to the text when she said had to look for many details: this, this and this.

Similar to Ni Luh, another student, Adam, faced difficulty in attempting to draw a cut-and-dried conclusion from our discussions, which reflects a challenge to the types of tasks embedded in the banking pedagogy he was familiar with. Adam’s concern about the absence of a conclusion signifies a major difference in ways of thinking about teaching. In critical literacy instruction, the generation of multiple perspectives rarely produces neat and tidy conclusions (Lewison et al., 2002). This stands in opposition to teaching and learning traditions in which testing students to identify correct answers is embedded in the curriculum and emphasised in textbooks, school exams and national exams.

The challenge the teacher experienced in attempting to change the students’ way of learning from ‘banking’ to ‘critical’ pedagogy was not easy to address. The journey towards critical literacy pedagogy may take years to achieve (Degener, 2001).
Second challenge: Uncertainty about the way in which critical literacy should be implemented in the class

The second challenge that the teacher encountered was uncertainty about what critical literacy should look like in the classroom. Despite participating in the sessions on building teacher knowledge about teaching of critical literacy, Andra admitted that he was still unsure how to implement this particular teaching approach. Critical literacy was a new field of knowledge for him and he had to become familiar with the principles in a relatively short period of time. For Andra, who was familiar with a banking approach, the shift to teaching English through critical literacy pedagogy was not easy to make. Andra often told me that he needed to learn more about this.

Episode 4.9
Interview transcript of the teacher’s second challenge

Kalau saya lihat critical literacy itu mirip-mirip dengan yang dulu saya pelajari waktu kuliah S2. Kita pernah disuruh membahas secara kritis satu cerpen tentang pembantu rumah tangga yang di-abuse sama majikannya, terus kita kaitkan lebih jauh dengan latar belakang masyarakat Indonesia yang patrilinial itu...trus saya inget kita juga pernah ngubah film Malena tentang perempuan dalam waktu perang gitu lah...jadi saya pikir mungkin critical literacy itu seperti itu kali ya...saya juga ngga yakin sih, kalau dulu saya pernah membahas ini sebagai mahasiswa, sebagai guru saya belum pernah pakai di kelas, kaya gimana saya ngga tau, apalagi kalau nyambungin sama keadaan sosial politik, karena memang ngga ada di kurikulum (Andra. 13th October 2010).

If I look again, I think maybe critical literacy is similar to what I’ve learnt before in my postgrad classes. I remember we had to discuss a short story critically, it was about a domestic maid who was abused by her master, then we talked and connected this further with the social background in Indonesia which is still patriarchy...and then I also remember we talked about a film called Malena, it was about a woman in the war times....so maybe that’s critical literacy...not really sure though, I used to do this in my post-graduate classes, but as a teacher I’ve never done this before, moreover to connect it with social political situations, I don’t know how, because it’s not in the curriculum (Andra. 13th October 2010).

In Andra’s opinion, uncertainty about the critical literacy implementation was due to a previous lack of both support and teaching experience. Although his background education as a post-graduate student in the TESOL department may have provided him with the foundational skills to be more ‘critical’ of
texts, his ideas on how to teach critical literacy to his students were still vague. One specific aspect of critical literacy he was unsure of, and the one he found very different from conventional English teaching, was the notion of connecting lesson content to larger political and social contexts, as when he said ‘moreover connect it with social political situations, I don’t know how, because it’s not in the curriculum’.

This particular feature of critical literacy has been highlighted by critical literacy researchers such as Lewison et al. (2002). These authors affirm that novice teachers are often confronted with ‘hesitations and uncertainties of what critical literacy looks like in classrooms and what is appropriate for…classroom in terms of materials, texts, and discussions’ (Lewison et al., 2002, p. 391). Further they suggest support should be provided for novice teachers through professional learning sessions and study groups. The lack of a support mechanism, they argue further, will likely result in difficulties for teachers in implementing critical literacy.

To respond to Andra’s feelings of uncertainty in the critical literacy implementation, the lessons that I modelled provided him with direct experience as he observed the lessons critically. After these lessons, we engaged in reflective dialogues where we talked openly about what transpired in the class, such as how to assist students to develop students’ critical questions and how to respond to them, and other related issues. As indicated the transcripts capturing Andra’s initial development of understanding of critical literacy teaching principles (Episode 4.5), direct experiences derived from the modelled lessons gradually developed his understandings and lessened his doubts and uncertainties.

Third challenge: A deficit assumption about students’ English proficiency

In our conversation following my observation of his lessons, Andra indicated a deficit assumption about students’ English language skills. Andra was concerned that the students’ English levels, which he believed were basic and intermediate, would prevent them from participating in critical literacy pedagogy. In the class I observed prior to the study, Andra’s students rarely responded to the teacher’s questions in English. The use of Indonesian
language was at times dominant in the class. This observation reflects the fact that English teaching in Indonesia, dominated by traditional grammar teaching approaches, has often made it difficult for students to communicate confidently in English (Alwasilah, 2001).

To support his view of the impact of students’ low levels of proficiency in English on their English learning, Andra noted that this may have something to do with the school’s status: a private school as an ‘alternative’ for those who fail to gain entry to public school.

**Episode 4.10**

Conversation transcript of the teacher’s third challenge

*Kalau melihat background anak-anak yang daftar ke sekolah ini kayanya susah. Saya pengennya mereka semua aktif di kelas dan menggunakan bahasa Inggris, tapi susah banget. Ini kan sekolah swasta; mereka daftar ke sini bukan dinilai dari NEM mereka jadi istilahnya kemampuan akademik mereka lebih rendah dari standar...* (Informal conversation with Andra. 9th October 2010).

Looking at the background of the students enrolled to this school, it’s very difficult. I want all of them to participate actively in the class, using English, but it’s hard. This is a private school; they were enrolled here not based on their NEM so their academic achievement was below standard... (Translated informal conversation with Andra. 9th October 2010).

From this statement Andra tended to underestimate his students’ academic levels in general and specifically their English proficiency. In his opinion, students’ low English proficiency stood in the way of their active participation in classroom activities. It was on this basis that Andra justified his decision to use more Indonesian language in his class. Andra’s strong opinion on the academic segregation between public and private schools supported a popular belief that public schools in Indonesia are academically superior to private schools.

To challenge Andra’s deficit assumption regarding the students’ English proficiency, we reviewed some literature focused on critical literacy teaching for students with low proficiency levels, as in the Hong Kong setting (Wong et al., 2006). In this particular article, Wong et al. (2006) engaged students in different activities to encourage their interest in critical literacy pedagogy.

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5 *Nilai Ebtanas Murni* = A passing grade established as a benchmark at the end of Year 9 to decide if students can continue to study in public school. If students’ grades below this NEM, it is very likely that they should enrol to private schools.
through role play, and allowed students to communicate in class in Chinese, the students’ native language.

**Fourth challenge: The differences between school exams and critical literacy teaching**

The content of both school and national exams, as mentioned in Chapter 1 and in the first challenge above, stresses the importance of rote learning and often neglects learners’ thinking capacities. In these exams, as Andra explained previously, students are presented with tests based on multiple choice questions that for most part require basic literal comprehension (see Chapter 7 for further discussion). Andra mentions his concern in the informal conversation below.

**Episode 4.11**

Conversation transcript on the teacher’s fourth challenge

> Saya bingung nanti gimana ya anak menghadapi tes yang beda jauh dengan yang mereka dapat di pembelajaran kita. Karena walaupun kita pakai metode ini nanti pas UTS dan UAS mereka akan ikat tes dengan soal yang sudah diapakan tim sekolah. Dan saya yakin soal itu akan mirip dengan yang ada di textbook, sementara kan anak-anak sekarang ngga pake itu. Saya takut karena mereka udah terbiasa dengan multiple choice, sama ujian grammar, mereka nanti susah menghadapapi ujian yang lain (Informal conversation with Andra. 2nd October 2010)

I don’t know how kids deal with tests that are totally different from what we’re doing now. Because although we’re learning with this (critical literacy) method now, later at the Mid or Final Exams, they’ll follow the tests prepared by our team at school. And I’m sure those tests will be similar to the textbook, meanwhile kids now don’t learn that way. I’m afraid because they’re used to multiple choice and grammar tests, it’ll be difficult for them to adjust (Translated informal conversation with Andra. 2nd October 2010)

In this transcript (4.11), Andra indicates that the tension between effective English pedagogies and the knowledge considered important to pass exams creates a doubt about his ability to sustain a critical literacy approach. As a responsible teacher he needs to prepare his students well for both school and national exams. He is aware that the nature of these exams varies significantly from the critical literacy approach. Andra grew more anxious, as he was certain that the exams would be prepared by other English teachers who were not part of our study.

In responding to Andra’s concerns about the pedagogical nature of the school exams, we discussed the possibility of dividing the lesson teaching time
between conventional English teaching and critical literacy pedagogy. Literature on critical literacy in EFL settings, especially in some Asian countries, indicates that this approach is often incongruent to the school-mandated curriculum (Krug, 2010).

Both Andra and I negotiated ways to minimise Andra’s and the students’ time pressures as a consequence of the conflict inherent in the need to attend to both conventional and critical English teaching. We considered the schedule together and discussed the best ways to separate the classes. As English was taught twice a week (Tuesdays and Fridays) for 180 minutes, Andra suggested that on all Fridays he would prepare students for exams and that all Tuesdays would be allocated to a critical literacy approach.

This time-sharing arrangement seemed to work well for the first four weeks until students faced their mid-semester exam. After the fourth week, Andra decided to abandon this separation of teaching approaches, as he said that most students complained that his exam preparation classes were boring and tiresome.

While students considered conventional English classes to be uninteresting, from the teacher’s perspective, Andra’s preparation for conventional English teaching was “easy” compared to preparation for critical literacy instruction. This is evident in his interview transcript:

**Episode 4.12**

Interview transcript on the tension between conventional and critical English teaching

For me it’s not a problem to teach in two different methods each week, because preparation to teach regular class seems easy, you know it’s just the same as I’ve been doing. Kids just talk about something from the textbook, do the exercises, like make sentences, things like that. From my side, it doesn’t take much
preparation. But from the students’ side, because they experience another class situation from us, they become bored with my class. They say “we want classes like the other days, the one you and Mrs Gin Gin teach us, it’s more fun”. I see kids start to feel tired doing grammar exercises from the book. Besides that, if we continue these two methods together, I think it won’t work for both of them. Moreover the preparation for our class takes longer time, for the regular class I’m accustomed to it, like I just have to look at the book, meanwhile for our class needs to be serious, I have to do some reading, check the Internet, like I can’t do that while doing other things. (Andra. 11th October 2010).

Andra indicates a tension between conventional English teaching and a critical approach in terms of the lesson preparation required. Although the preparation for the conventional teaching was not as demanding as the critical approach, he realises this time-sharing cannot be sustained. He considers this situation from two perspectives: the teacher’s and the students’. From Andra’s perspective, he feels that he needs more preparation time for implementing critical literacy because this method is not yet familiar to him and he needs to read from other sources, not from just one single textbook. On the students’ side, Andra believes that they are more interested in the critical literacy approach as this is “more fun”. Andra believes that students have started to feel exhausted doing grammar exercises from the textbook, while in their critical literacy classes they are involved in a greater variety of classroom activities.

After Andra related his concerns, we engaged in a discussion around how to prepare the students for final-semester exams. Referring to the demands of the research and to the school timetable, Andra suggested that a month before the final exam he would need to conduct his regular class in order to prepare the students for their final exam. I agreed to his suggestion and concluded my study in November, meaning that Andra had one month of preparation before the exam in January. I also asked his approval to conduct final interviews with the students in order to clarify students’ data in December. Andra said he would still welcome me into his class. With this arrangement in place, we agreed to carry on with our plan.

**Challenge from the researcher’s point of view**
From my perspective as the researcher, the main challenge I encountered was related to the previous professional relationships between Andra and me. As Andra had been a student of mine in the undergraduate program and was of a younger age, I was aware of the possibility there might be a power imbalance in our research relationship that could set up a barrier preventing him from
expressing his own critical opinions. Although we did not discuss this possible
power imbalance directly, it may have influenced some aspects of our
interaction. In Indonesian culture, respect for and deference towards older
people and their social and educational status is strongly encouraged. Andra’s
reluctance to voice his own opinions coheres with this cultural practice, a
reluctance that may be further strengthened by our positioning as researcher
and teacher. For example, he seldom offered criticism in my modelled lessons,
as this could have been interpreted as being disrespectful. Further when I asked
his opinions, he would often politely say “terserah ibu aja deh, ibu kan yang
lebih tau” which means “it’s up to you, you know better”. From Indonesian
cultural perspective, when Andra said ‘you know better’ this may be taken as
an indication of deference. Although through his participation he may have
achieved a high level of critical literacy understanding, he may still have
preferred to remain modest and polite about this. To address this possible
power imbalance, I found our reflective discussions, conducted in an
egalitarian atmosphere, to be very helpful. During reflection sessions, we
discussed many issues that we had encountered in the class, including those in
my modelled lessons. I emphasised his expertise and experience as a school
teacher who had been engaged with these students for some time and reminded
him that we would use this opportunity to learn from each another. A separate
section on what I learnt from the teacher through our collaboration will be
presented in Chapter 5.

4.7 Conclusion

This chapter addressed the research question related to factors perceived to
lead to successful design and implementation of critical literacy pedagogy,
with particular emphasis on factors relating to the teacher professional learning
about critical literacy pedagogy. The model of professional learning adopted
seems to have been effective in introducing the teacher to critical literacy
pedagogy. This model, as outlined in this chapter, is based on three action
learning cycles each consisting of planning – action – observation – reflection,
as well as introductory elements of explicit teaching about critical literacy,
coaching and modelling. In each of the cycles, an element of reflection is visible as an important aspect of professional learning, and one that is compatible with the critical literacy pedagogy being developed in Andra’s classroom. The teacher actively participated throughout the stages, although his role was not always the same in each of the stages.

Strategies for effective professional learning for English language teachers described in the literature (Wigglesworth & Murray, 2007) are exemplified in this study. Opportunities are created for reflection through observation and dialogue and through an analysis of the students’ written work. Engagement with these strategies brought many benefits for the teacher in this study. In the next chapter, I explicate how the teacher demonstrates the outcomes that he gained from the professional learning.
5.1 Introduction

While Chapter 4 elaborated the model of professional learning which engaged the teacher in active participation throughout all stages, Chapter 5 examines the teacher’s reflections and outcomes of the professional learning process. This chapter is responsive to the second subordinate research question “What does the teacher learn from the collaborative process of designing and implementing critical literacy and what supports does he need.”.

The central argument in this chapter is that there is a marked development in the teacher’s practice which is partially attributable to his involvement in the professional learning program. Analysis in this chapter demonstrates that the professional learning program actively engages Andra in inquiry-based teaching and helps him become a more effective teacher who is reflective about his teaching practice.

The central focus of the data analysis presented in this chapter is a session of Andra’s independent teaching that demonstrates substantial critical literacy pedagogical practices that were not evident in his classes prior to the critical literacy intervention. Apart from the teacher’s own pedagogical repertoire, the implementation stage of critical literacy pedagogy in this study also includes my modelled lessons and a collaborative teaching lesson between the teacher and me, which will be elaborated respectively in Chapters 6 and 7. In this chapter, the data to analyse the teacher’s pedagogical repertoire are generated from classroom observations, conversations between Andra and the students during classroom discussion, and reflective dialogues between Andra and me, which were conducted before and after the lessons.

This chapter is divided into two major subsections. The first subsection presents the analyses of classroom observations which examine the outcomes of professional learning in terms of the teacher’s developed understanding of
critical literacy teaching. The second subsection deals with the teacher’s own reflections on what he learnt.

5.2 The teacher’s lesson

This section analyses Andra’s independently-taught lesson that reflects the understanding of critical literacy pedagogy drawn from his professional learning. In this lesson, Andra demonstrates use of three critical literacy strategies: engaging students with real life issues, using popular culture as a teaching resource, and using reflective and critical questioning techniques. My role as a co-teacher in this lesson was to critically observe the class using the coaching notes discussed earlier in Chapter 4 and to assist students in their learning, for example helping those who experienced difficulties with unfamiliar English vocabulary during discussions. During this session, my observations focused both on the teacher and the students’ responses in the class.

Background and lesson description

Andra taught this lesson independently (19th – 22nd October 2010) after he had observed my modelled lessons. In this lesson he explored the theme of ‘Guns and Juvenile Violence’ over four teaching periods — a total of 180 minutes. His lesson plan is outlined in Table 5.1 below.

Andra centred his lesson content on the lives of his teenage students outside school. Our class consisted of 16-17 year old teenagers. At the time of this research, local teenage bikie gangs known as geng motor were often involved in violent fights with other gangs, or committed criminal acts such as robbing 24-hour minimarkets around the city. The police were so seemingly overwhelmed by the way in which these gangs, consisting mostly of students, had mushroomed, that they made secret visits to schools searching for weapons such as flick knives.
Police regularly caught gang members and held them in detention centres. As a consequence, student gang members faced immediate expulsion from their schools and were blacklisted. Blacklists were then used by the police to prevent gang members from obtaining the police clearance certificates members needed to apply for work, and, if students, to continue their education. The school principal condemned the gangs’ behaviour, reminding students during school assembly that students who were caught by the police would be expelled from school.

Students in our class came to school with some degree of knowledge about and experience of the bikie gangs. All of our students condemned gang violence, although some admitted they knew someone who belonged to one of those gangs and humorously joked that one of the boys in the class used to be a gang member. These students’ knowledge and experience provided a background to Andra’s ‘Guns and Juvenile Violence’ lesson. Rather than banning the controversial topic from classroom discussion, Andra explored related issues further and engaged students in learning not only English but also important aspects of life derived from the students’ knowledge and experience of the topic.
Table 5.1: Lesson Plan of Andra’s independent teaching practice

<table>
<thead>
<tr>
<th>Date</th>
<th>19th – 22nd October 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Guns and Juvenile Violence.</td>
</tr>
<tr>
<td>Rationale</td>
<td>The outburst of juvenile violence by bikie gangs in our city is alarming. These gangs are often involved in violent fights with other gangs, or commit criminal acts such as robbing 24-hour minimarkets around the city. Gang members are usually teenagers close to the students’ age. Therefore it is important to raise students’ awareness of the dangers of these gangs who often target high school students.</td>
</tr>
<tr>
<td>Critical Literacy Goals</td>
<td>Students are expected to link a video clip showing juvenile violence in the city, link the text with their personal experiences and background, and develop a greater awareness on the dangers of bikie gangs.</td>
</tr>
<tr>
<td>Language Objectives</td>
<td>Students: Use specific vocabulary embedded in the text in a meaningful complex sentence, for example violence, violent act, violent behaviour, flick knives, detention, peer pressure. Engage actively in a discussion. Report the group consensus, for example We concluded that....</td>
</tr>
</tbody>
</table>
### Activities

Explain the objectives of the lesson including the video clip that students will watch. Explain that the video took place in the USA, and briefly explain the term ‘vandalism’ which relates to the later discussions.

Play a video clip from the Internet-based video sharing website, YouTube as a resource to support the lesson. The video clip is from a heavy metal band called Megadeth and the title of their song was ‘99 Ways to Die’. The lyrics of this song focus on death by shooting, although interpretation of the lyrics is not the focus of the lesson. The video is used to develop discussion about guns and violence supported by the scenes showing some children either playing with or holding guns and display of statistics about gun violence in the USA. Some of lyrics are: *In America 250,000 students carry guns to schools; A new handgun is produced every 20 seconds; Everyday 14 children are killed by guns*. The video also points out that the average age of the victims, is between 14-21 years old.

After watching the video, ask questions relating to factual information in the movie, including for example *How old are the victims?/How many students carry guns to school?* and so on. After these questions, ask higher-order thinking questions such as *Why do students carry guns to school? What do guns symbolize for you? Why do teenagers often become an easy target for involvement in unlawful behaviour, such as in bikie gangs? Are there any benefits of becoming members of bikie gangs? What should you do to prevent yourselves from being involved in the gang activity?*

In a small group, students discuss the questions, bringing their background knowledge or experience to the discussion.

After some time, invite each group to put forward their opinions and encourage students to ask questions of each group.
Three critical literacy pedagogical strategies

The analysis in this section is focused on three critical literacy pedagogical strategies that emerged from Andra’s teaching of his ‘guns and juvenile violence’ focused lesson and that, in my view, reflect his expanding critical literacy teaching repertoire: the engagement of students in real life issues, the inclusion of lesson topics relating to popular culture as a teaching resource, and the strategic use of reflective and critical questioning. This follows Alwasilah’s (2001) call for language educators in Indonesia, including English language educators, to modify their curriculum in order to meet global challenges and to enable students to more critically examine real social life.

Andra’s decision to more closely relate his teaching with social issues seems to emerge from his observations of and engagement with my modelled lessons (a detailed analysis of these two modelled lessons is outlined in Chapter 6). The following conversational transcript indicates Andra’s perceptions of how these modelled lessons gradually shaped his knowledge about ways teachers can include social themes within critical literacy pedagogy. Thus, his observation and engagement in the lessons I modelled may also have contributed to his decision to engage students in a critical examination of every day real world social issues.

Episode 5.1
Andra’s gradual understanding of critical literacy

*Saya sedikit-sedikit mulai paham critical literacy dalam pengajaran bahasa Inggris itu seperti apa. Yang saya lihat di dua sesi waktu Ibu ngajar itu, topiknya selalu tentang isu-isu social di masyarakat yang lagi hot gitu. Ya sekarang saya mulai bisa memetakan ke depannya kelas ini bisa ngapain aja.* (Andra’s reflection. 15th October 2010).

Slowly I started to understand how critical literacy can be implemented in English teaching. From what I’ve observed in the two sessions of your modelled lessons, it seems like the topics are about emerging current social issues. Well now I start to map out what activities students can do with this pedagogy. (Andra’s reflection. 15th October 2010).

This passage (Episode 5.1) shows how Andra gradually develops his understanding of what topics count as suitable for a critical literacy pedagogy. He mentions that after his observation of my two modelled lessons, he realises that certain social issues may be appropriate for critical literacy. These
observations may have also prompted him to identify classroom activities he could implement in his lesson. Andra’s initial learning about critical literacy pedagogy drawn from his observations of my modelled lessons was also flagged in Chapter 4, Episode 4.5.

In our reflective dialogue after the lesson, Andra related his decision to focus on the topic of guns and juvenile violence in this lesson to the recent outburst of bikie gang violence in our city. That these gangs often recruit their members from secondary school students, such as students in this study, made this topic choice more salient. Andra realised that in his English class, grammatical mastery is not sufficient to help students develop their critical and reflective thinking. He wanted to make a change, as he describes in our conversation below.

Episode 5.2
Transcript of a post-lesson reflective conversation, 19th October 2010.


The most important thing from this lesson was for me to help them develop their critical thinking especially on what is happening around them, like the geng motor. When they watched TV they should’ve known that it is teenagers around their age who are involved. It is them that the police catch. I also wanted to impress on them the danger of involving themselves in a gang like that. I know in that motor gang, some teenagers are bringing weapons. I wanted them to know that they don’t have to carry weapons to make them feel secure. I also wanted to know their position about this gang. Did they support or oppose it? (Informal conversation with Andra. 19th October 2010).

Andra’s statement suggests that his goals in teaching have moved from a focus on grammar or vocabulary mastery, to using language as a tool to help students engage with higher-order thinking and raise their awareness of current issues. Another goal of his teaching is to inspire students to make informed decisions on personally relevant social issues they face in daily life. Andra’s emphasis on the word ‘them’ in ‘It is them that the police catch’ suggests a personal concern for teenagers around his own students’ age and an awareness of the dangers
they face. Transcript (5.2) also suggests that Andra has a personal knowledge of issues related to bikie gangs. For example, Andra mentions that teenage students who become members of bikie gangs often arm themselves with weapons, so his goal in this lesson is to raise students’ awareness of the dangers relating to the presence and potential use of weapons. To help students see more clearly the issue around the misuse of weapons by teenagers, Andra played a YouTube video clip in the class prior to the discussion. Andra seemed to deliberately design the use of this particular teaching resource to make it more relevant to his lesson. The inclusion of social issues of this kind in classroom lessons plays a significant role in encouraging students to become informed citizens who know what is happening around them. Teaching English based on social themes, as Andra demonstrated in this lesson, accomplishes the key goal of integrating current everyday social texts into classroom discussions (Vasquez, 2000; Wolk, 2003; Kamler and Comber, 2005; Van Sluys et al., 2006; Wong et al., 2006; Lewison et al., 2008). In line with these theorists, Harste (2003) also argues that schools should provide students with opportunities to examine literacies that operate around them outside of school.

The second critical literacy pedagogical strategy that Andra demonstrated was the inclusion of topics in his lesson related to aspects of popular culture understood to be relevant to his students’ lives. Andra used two forms of popular culture teaching resources. The first was the previously discussed video clip from YouTube. The second was the popular movie Eclipse which will be further discussed in Chapter 7. Andra’s decision to include both the YouTube video clip and the popular movie, Eclipse, in his lesson reflects his efforts to understand students’ out-of-school literacy, which is important in critical literacy pedagogy (Gee, 2000). Out-of-school literacy is often associated with the work of Gee (1996) and Street (1995) in connection with the New Literacy Studies (NLS). Within the NLS framework, literacy is situated in its social, cultural, historical, economic and political situations (Gee, 2000).
Prior to the study, aspects of popular culture as lesson content were rarely drawn on by Andra, and technologies such as the Internet or screen projectors were rarely used. As indicated in Chapter 3, at the school in this research site, information technology was not considered as a teaching resource. As such, popular culture as a lesson topic held up for critical examination, which needs to be communicated through increasingly sophisticated technological mediums such as the Internet, previously had limited presence in the classroom.

Andra’s efforts to include students’ out-of-school literacy in his classroom discussions played a significant role in this study. Students highly appreciated watching the video clip as a teaching resource. In the video recording of the lesson, I noticed that most students attentively watched the video clip. There were moments of total silence which may be a sign of students’ engagement with both the video and the heavy metal band. Andra’s decision to select the video clip seems to fit well with students’ personal interests out of the school. Some students were impressed with Andra’s lesson and recalled that the discussion that emerged after they watched the YouTube video clip was one of the “best” lessons in this study.

The second popular culture resource, the popular movie, *Eclipse*, gained popularity over the course of the research. Produced in 2010, the movie centers on a love triangle between a human teenage girl (Bella), a vampire (Edward), and a werewolf (Jacob). Having watched the movie prior to the lesson, I was aware of the stereotyping female and male relationships in the movie. At first, I thought students might have had sufficient exposure to this issue from their discussions in my first modelled lesson on gender representations in advertisements. However Andra believed that students would benefit from greater exposure to this topic. His suggestion to use this movie as a teaching and learning resource rested on his assumption that close scrutiny of popular culture may help learners to identify and analyse ways mainstream media constructs and positions people (Marsh, 2006; Vasquez, 2000).
In his implementation of the third critical literacy strategy, reflective and critical questioning, Andra put many open-ended ‘authentic’ questions to the students in an attempt to encourage them to engage more deeply in the discussion. As discussed in Chapter 2, ‘authentic’ questions, also known as referential question (Long & Sato, 1983), are questions that teachers do not know the answer to and that are not aimed at testing students’ knowledge of factual information but rather move students to think beyond the text. In this sense, ‘authentic’ questions are open-ended and encourage reflection. This questioning technique moves students towards higher levels of analytical thinking and encourages them to articulate more complex and finely-detailed responses that can illuminate multiple perspectives.

Previously, as was evident in my classroom observations, Andra had predominantly asked display questions (Long & Sato, 1983), or questions he already knew the answer to. This kind of question often requires short and mechanical answers where students produce monosyllabic responses which have the effect of breaking classroom discussion up into short, generally unrelated segments. This type of questioning also constrains opportunities for meaningful interactions between classroom members. As an example of display questions in the class, the following extract (Episode 5.3) is taken from a teacher-student conversation in the class prior to the critical literacy intervention. In this episode, the objective of the lesson is to explain the genre of Recount.

Episode 5.3
Transcript of a pre-intervention classroom conversation. 2\textsuperscript{nd} August 2010.

1T: Good morning class…
2SS: GOOD MORNING, Sir….
3T: How are you today?
4SS: FINE..
5T: Ok guys, do you remember what we talked last week?
6SS: ((murmured, unclear responses))
7T: Yeah, we talked about recount text. Mmmm..anyone remembers what it is?
8SS: past tense
9T: Good, it’s something we did in the past. Can you make examples of recount sentences?
10SS: ((quiet, not responding))
11T: ((Teacher wrote a sentence on the white board “I visited my friend’s house last week”). Ok, look now, is it a recount sentence?
12SS: Yes
13T: Now, can you make your own sentence?
14SS: ((Students opened their book and started their task)).

As is evident in lines 5, 7, 9, 11 and 13 all these questions can be categorised as lower-order display questions that ask students to recall factual information (Fries-Gaither, 2008). In Bloom’s revised taxonomy, these questions probe the levels of knowledge and comprehension only (Anderson & Krathwohl, 2001). Consequently students’ responses were limited to ‘right’ and ‘wrong’ answers. Andra’s question in line 9 in expectation of the right answer from the target genre text (… ‘can you make examples of recount sentences?’) was met with silence. As a result, the only interactions recorded were between students seated at the same desk as they confirmed each other’s answers. They did not engage in further discussion, and students’ interaction with the teacher was only to verify their answers.

This kind of talk, according to Hardman and Abd-Kadir (2010), provides limited opportunities for students to have agency in their own learning as such questions do not contribute to a process of effective learning. Episode 5.3 also reveals the common feature of IRE (Initiation-Response-Evaluation) often found in traditional classroom talk: Andra asked a question, some students responded and the teacher evaluated students’ responses. Rymes (2009) argues that this traditional feature of classroom discourse reveals a high degree of control by teachers over learning in the class and restricts students’ capability as learners. Indeed, this style of questioning does not require learners to interact with one another and thus produces passive learners who accept without question knowledge as presented to them by authorities (Kalantzis & Cope, 2012). Thus, participation mostly occurs through one-way interactions in which the teacher delivers knowledge and students submissively accept this.

In contrast to the pre-intervention use of IRE, Andra’s pedagogical repertoire was expanded through his use of a third critical literacy strategy: the use of reflective questions to engage students in higher-order thinking. An example is shown in Episode 5.4 below. This episode took place after students watched the Megadeth video clip in the class. Working in small groups, the students
were attempting to put forward their group’s opinion to the class in response
the reflective ‘higher order thinking’ questions Andra had put to the students
previously (see details in the Lesson Plan, Table 5.1).

Episode 5.4
 Transcript of classroom conversation during the independent practice. 19th
October 2010.

[After students watched the movie, Andra asked questions and gave students time to
discuss Why are teenagers often involved in unlawful behaviour? What is the symbolism of
guns for teenagers like you? At this point, one student indicated that he wanted to engage in
the discussion but was unsure how].

One participant, Farid, raised his hand to express his opinion as soon as the discussion
began.

1 Farid: apa dulu pertamanya (what to do first)?
2 Andra: what is the first question and what is your answer, then what is the second
question and what is your answer?
3 Farid: uh...mmm...[silence]
4 Andra: ok what’s your opinion about the first question, why do teenagers
involved in anarchy?
5 Farid: my opinion is because teenagers unstable emotion and peer effect.
6 Andra: ok so because of both two things teenagers do anarchy things, right, is that what
you say?
7 Farid: yeah, and number two…what is the symbol of gun for teenagers based on the video
clip? To show the strengthness…
8 Andra: ok, to show…
9 Farid: strength
10 SS: strength
11 Andra: strength
12 Farid: strengthness
13 Andra: whose strength? Whose strength is it?
14 Farid: uh...the people who… people with guns

In Episode 5.4, Andra’s use of strategies to assist Farid to contribute his ideas
to the discussion reflects emphasis in the literature on the importance of social
learning where teachers engage students in dialogue in ways that prompts
critical thinking (Hardman & Abd-Kadir, 2010). Episode 5.4 demonstrates a
shift in the teacher’s questioning technique to gradually encourage students to
express their opinions in a way that other students understand. For example in
line 4, the teacher clarifies an instruction which Farid may have found unclear.
In contrast to the previous conversation (see Episode 5.3) where students
responded with short and mechanical answers, in this episode, Farid, although
limited in his use of English, attempts to express his group’s opinions. Andra
seems to understand Farid’s difficulties. Thus, in line 6 Andra’s question
serves more as a confirmation of Farid’s opinion than a yes/no question (line 6 ‘ok so because of both two things teenagers do anarchy things, right, is that what you say?’). In this episode, the teacher focuses on students’ understanding of and perspectives on the topic under discussion rather than seeking factual answers from the text.

While Episode 5.4 above shows Andra’s strategic intention to enhance the student’s participation by revising his question in an effort to make it clearer, the following transcript demonstrates his questioning intended to clarify the meaning of a concept offered by a student.

**Episode 5.5**  
Example of the teacher’s questioning strategy to ask a student to clarify a definition. 19th October 2010.

1 Andra: What kind of factor that made teenager involve in unlawful behaviour?
2 Kinan: Association with friends
3 Andra: What do you mean by “association with friends”?
4 Kinan: jadi gaulnya gitu lah, kita gaulnya sama siapa…(so it’s about hang out…who we hang out with) many factors from family such as broken home, factor area….lingkungan (environment)
5 Andra: (5 seconds silence) oh…uhh..ok, that’s good
6 Kinan: that’s enough
7 Andra: that’s enough, ok good, do you agree with Kinan?

Lines 1 and 3 in this extract show Andra’s persistence in asking open-ended questions. In line 1 the teacher asks a framing question — a question that helps students to shape their answers. As a response to this, Kinan offers a response that does not seem clear to Andra, and in return he asks a defining question that seeks a clarification from Kinan (line 3). Andra’s technique of asking Kinan to clarify her definition is met by Kinan’s effort to explain, in which she switches to Indonesian. Episode 5.5 demonstrates the teacher’s priority to enhance classroom participation by asking for a response from the floor (line 7 ‘...do you agree with Kinan?’). Active student engagement in classroom dialogue that is characterised by open-ended questions and that focuses on students’ knowledge and experience is one of the hallmarks of critical literacy instruction (Janks, 2000; Lewison et al., 2002). As a result of these changed questioning techniques students showed prolonged engagement in the
discussion. Students’ active engagement in the discussions, despite occasional grammatical mistakes and minor vocabulary inaccuracies, demonstrated significant dimensions of critical literacy which will be elaborated further in Chapter 6.

5.3 What the teacher learnt

This section examines Andra’s perceptions of what he gained from his engagement with the professional learning. By scheduling his post-intervention interview three weeks after the conclusion of the study, Andra had had time to reflect on his professional learning experiences. The following semi-structured question served as the basis for the interview:

• Can you specify what you learned specifically from this study in relation to critical literacy, teaching strategies, materials and classroom management? You might like to consider all teaching sessions such as my modelled lessons, our collaborative teaching and your own teaching.

From the teacher’s point of view, the professional learning he participated in was “the most challenging and the most engaging”, as he was actively involved in all stages of the study: lesson planning, implementing the plan, actively observing the changes in the classroom, and reflecting analytically on the overall critical literacy implementation and outcomes program. This is evident in transcript 5.6

Episode 5.6
Transcript of the teacher’s overall reflection about professional learning in the interview 7th December 2010.

Terus terang menurut saya awal-awal ikut dalam penelitian ini memang terasa berat tapi menyenangkan. Berat dan penuh tantangan karena saya terlibat secara langsung. Saya jadi belajar dari awal lagi tentang teori-teori baru dalam pengajaran bahasa Inggris, tentang penelitian, pokoknya ngga seperti yang saya ikuti dulu. Kalau dulu kan kalau ada penelitian saya cuma ngeliatin aja ngga terlibat, sekarang saya ikut planning, ikut merumuskan materi, terus mengobservasi anak-anak di kelas, saya jadi lebih kenal dengan murid-murid saya, bagaimana mereka di kelas karena saya kan sering terlibat dalam
Chapter Five

observasi. Jadi itu positif sekali. (Andra’s reflection on professional learning. 7th December 2010).

Honestly I think when I was involved in this project for the first time, I think it was very hard but also a good experience. It was hard and challenging because I was involved directly. It felt like I have to start from the beginning, like I read again new theories about English teaching, about research, well, it wasn’t like what I used to experience. In the past when someone did their research here, I wasn’t involved. But now I participated in planning, I also planned the teaching materials, observed the kids in the class. It made me know my students better, like how they learn because I observed them. So that’s very positive. (Andra’s reflection on professional learning. 7th December 2010).

The first benefit that Andra gained from his participation in the professional learning initiated in this study was that the program helped him to become more reflective of his own practice, and to gain a better understanding of how his students learn. Andra compares his past experience with the professional learning he participated in this study. He identifies that the difference lies in the extent to which teachers were either expected or invited to participate. Andra emphasises the significance of his participation to his own learning throughout all the stages of the study. For example, the transcript in Episode 5.6 suggests that the teacher learnt how to plan a lesson and to design teaching materials as well as being actively involved in the observation of classroom dynamics which resulted in a better understanding of how his students learn.

Apart from the benefits Andra also pointed to the challenges. As professional learning requires him to become actively engaged in all stages, pressures arose related to the time needed for extra preparation and other related tasks, such as reading relevant literature at the induction sessions.

Through professional learning the teacher feels a greater sense of authority

Andra’s active involvement in the professional learning may be seen as transformative in that he now produces rather than consumes educational research (Robinson & Lai, 2006). The benefit of the professional learning, according to Andra, lies in feeling a sense of authority to change his teaching practice, a feeling which seemed to emerge from our joint research. From the teacher’s viewpoint, engaging collaboratively with a colleague who shared a similar vision increased his confidence in teaching.
Episode 5.7
Transcript of the teacher’s reflection on collaborative research in the interview 7th December 2010

Saya bukan hanya ngga tahu tentang approach ini, sedikit banyak saya juga belajar tentang critical thinking dan critical reading waktu saya S2. Cuma masalahnya begitu saya masuk kelas, environment nya lain, saya harus pelajari kurikulum yang berlaku, saya harus menyesuaikan sama guru lain bagaimana mereka menyampaikan materi, sudah sampai mana, supaya ngga ada gap terlalu jauh itu. Sebetulnya saya pun ingin mengajar seperti ini, ya menghubungkan bahasa Inggris dengan yang lain lah yang berhubungan, tapi ya itu tadi situasi di sekolah kurang memungkinkan karena kan ini ngga ada di kurikulum kita. Cuma waktu ibu datang, saya seperti gimana ya...seperti ada semangat baru, seperti terilhami, udah gitu karena kita mengerjakannya sama-sama jadi saya merasa lebih nyaman karena ada temen yang satu pemikiran itu. (Andra’s reflection on professional learning. 7th December 2010).

It’s not that I don’t know about this approach, more or less I know something about critical thinking or critical reading in my Post Grad class. The problem is, once I teach at school, the environment is different, I have to follow the curriculum, I also have to adjust with other English teachers, like how they deliver the materials or where they are up to now, because I don’t want to have a big gap between the classes I teach with other teachers. Actually I always want to teach like this, to connect English teaching with real life to become more relevant. But as I said, school doesn’t seem to allow me to do this because it’s not in the curriculum. But when you came, I feel like...like I have more spirit and inspiration, I feel more empowered. Moreover because we do this together I feel more comfortable because I know I have someone else with similar thoughts. (Andra’s reflection on professional learning. 7th December 2010).

In Episode 5.7 Andra indicates that critical literacy teaching and similar ideas that he gained from his background as a Masters student in Teaching English as a Second/Foreign Language have inspired him to change his teaching practice. However, when confronted with the strict curriculum that teachers are required to follow at his school, he felt somewhat disillusioned. He notes the pressure to balance his teaching with what other English teachers do in their classes in order to minimise the gap between what students learn in each class. Andra’s experience, as indicated in these selected episodes, supports the view that professional learning is improved when teachers work in close collaboration with colleagues. Colleagues who have similar pedagogical visions and objectives are vital for success in collaborative work (Earl & Timperley, 2009). In English language teaching, collaboration between teachers with similar pedagogical interests is likely to enhance their practice as they learn from and support each other (Wigglesworth & Murray 2007).
Broaden knowledge of critical literacy teaching

A third benefit of the teacher’s engagement with professional learning is the likely development of a broader and deeper critical literacy knowledge base. As Andra acknowledges in Episode 5.8, this knowledge base also includes a range of strategies needed to enable teachers to effectively implement critical literacy pedagogy.

Episode 5.8
Transcript of the teacher’s reflection on professional learning that broadens his pedagogical knowledge

I’m very happy to learn a new approach in teaching English with critical literacy. I see there are a lot of improvements that students show in this approach. They’re more interested to learn, the classroom situation is more alive, and they are more engaged. Also they seem to be more confident with their English, I mean although they are not fluent they want to try, that’s very important. For me, I know strategies for a teacher to use in the class, for example starting from choosing the materials, enrichment in the class and how to assess students’ development in learning. (Andra’s reflection on professional learning. 7th December 2010).

Based on Episode 5.8, it seems that strategies that Andra perceives himself to have gained from the professional learning include how to select appropriate teaching resources, how to engage students further in critical literacy discussions, and how to assess students’ critical literacy development. Andra is also satisfied with how the students respond to critical literacy pedagogy. He notes students’ heightened engagement which seems visible from the classroom atmosphere. Students who demonstrate a substantially deeper engagement with critical literacy pedagogy include those whom Andra understands to be students with lower English proficiency levels. He thus indicates that a low level of English proficiency may not necessarily hinder students’ active engagement in the classroom activities and discussions. From Episode 5.8, it seems Andra is most impressed that, irrespective of their
English proficiency levels, students demonstrated their efforts to learn in the critical literacy classroom.

**Helps the teacher to become more reflective about his practice**

Similar to the first benefit of professional learning that the teacher identified in Episode 5.6, in Episode 5.9 Andra restates specifically how his engagement with professional learning assists him to become more reflective:

**Episode 5.9**

Transcript of the teacher’s discussion of professional learning that assisted him to become more reflective

> Setelah ikut penelitian ini, saya jadi lebih tahu gimana cara melakukan riset dengan menggunakan kelas saya sendiri. Jadi kesimpulan umumnya ikut penelitian ini seperti praktek kuliah Research Methodology yang saya kenal waktu S2, dipraktekan di kelas tapi membuat saya jadi lebih sadar dengan praktek mengajar saya seperti apa itu. Selama ini kan saya ngajar tapi ngga pernah melakukan penelitian tentang gimana saya mengajar.....misalnya oh ternyata cara ngajar saya tuh lebih menekankan ini tapi tidak melihat sisi lain. Saya juga jadi lebih memahami karakter murid saya seperti apa mereka belajar selama ini. (Andra’s reflection on professional learning. 7th December 2010).

After I joined this research, I have more knowledge of how to do research in my own class. So the general conclusion is, in this study I feel like I’m practising the subject of Research Methodology that I took in my Masters class. But I am practising it in my own class so it makes me more conscious of my teaching practice. All this time I’ve been teaching but I have never done research about how I teach, for example now I know when I teach I highlight this skill more but I ignore other skills…Now I also know my students better, I know their characteristics in learning. (Andra’s reflection on professional learning. 7th December 2010).

From Andra’s viewpoint, his hands-on engagement with professional learning increases his practical knowledge related to researching his own class. Although Andra indicates that he may have had knowledge about research methodology gained from his Master courses, he does not seem to have had opportunities to put this knowledge into practice. Thus, his participation in professional learning in this study helps him put research methods into practice. From his experiential engagement with professional learning, Andra learns both to evaluate his teaching practice and to better understand students’ development (McNiff & Whitehead, 2006).
5.4 What I learnt from the teacher

During the research collaboration between the teacher and myself, my knowledge about the complexities of doing research in a secondary school context expanded. The action learning cycles implemented in the professional learning enabled both the teacher and myself as researcher to reflect on our practice. This meant the teacher and I often engaged in reflective dialogues after a lesson finished to exchange views and to share observations on how students responded. Consistent with the nature of action learning cycles, we used the information we gathered from our dialogues as valuable data to inform our next lesson. What I learnt from the teacher in this study is reflected in the following reflection on what constitute ‘relevant’ critical literacy teaching resources for secondary school students.

Secondary school students’ preference for critical literacy teaching resources
As stated in Chapter 2, critical literacy research studies involving secondary school students are limited compared to research studies conducted with students in tertiary settings (Heaton, 2010; Moje, 2008). Working collaboratively with Andra helped me to learn how secondary school students react to critical literacy pedagogy. Students in this study demonstrated their own distinct responses to critical literacy pedagogy. For example, when students’ responded to my second modelled lesson focused on issues related to homophobia (details will be discussed in Chapter 6), I attempted to relate these issues to broader political contexts in Indonesia, especially in relation to the rise of the Islamic fundamentalist group, FIPΟ6. Although students’ critical literacy responses in this lesson cohere with the four dimensions model (Lewison et al., 2002), some students did not seem to enjoy the beginning stages of the lesson related to the FIPΟ’s destructive demonstration. They found the lesson uninteresting and not relevant to their world.

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6 A pseudonym term stands for the Islamic Defender Front.
At the conclusion of the second lesson, Andra suggested that the topic might have been too politically charged for students, and thus they felt it was irrelevant. We then compared how students responded to the first lesson focused on gender representations (details are presented in Chapter 6). We saw some differences in the ways students responded to the two different lesson topics. Although the lesson focused on gender representations was the students’ first encounter with critical literacy pedagogy, the students appeared to maintain their interest in the discussion. Based on how students responded to the homophobia-themed lesson, Andra made a decision to introduce the popular culture topic through the use of two media resources: the YouTube video clip and the movie, *Eclipse*.

Andra’s decision to include the heavy metal YouTube video clip as a critical literacy learning strategy in his lesson had a bearing on my own learning about secondary school students, especially in relation to the need to consider teaching resources that are likely to be meaningful and relevant to the students’ everyday lives. Andra’s four-year experience as a secondary school teacher provided a sound base from which to plan his critical literacy lessons and choose what he understood to be appropriate teaching resources for students in their secondary school years. My background as a university lecturer who more usually engaged with more ‘mature’ students was then balanced by the teacher’s expertise and experience in a way that resulted in more meaningful learning for both students and teachers.

Andra’s use of the popular movie, *Eclipse*, as his second critical literacy resource also played a significant role in expanding my knowledge related to what constitutes relevant and ‘interesting’ teaching resources for students. When Andra proposed analysing this particular movie as part of our lesson focused on gender representations and inequalities between females’ and males’ roles, I initially considered the students already to be familiar with this topic from the time when I drew their attention to the popular advertisement for ladies deodorant (details in Chapter 6). However, Andra believed that this movie might generate greater student interest due to its popularity. In fact, as
we discovered later, students appreciated this movie as it facilitated their attempts to become more critically literate.

My own reflections on what I learnt from the teacher strengthened the notion that partnerships between university academics and school teachers are likely to reduce the ‘theory-practice’ tension often discussed in the literature on professional learning (Kershner, Pedder, & Doddington, 2013). This tension results from different cultural practices and schools’ organisational boundaries, and may also emerge from political pressures placed on institutions (Kershner et al., 2013). As Kershner et al. (2013) further argue, one of the aims of school-university partnerships is to bridge the gap in complex learning experiences between school and university contexts.

Reflective dialogues between Andra and myself over the period of the research seemed to bridge this theory practice gap. Such reflective dialogues, according to Kershner et al. (2013), are vital in school-university partnerships, as useful knowledge, they argue, is developed through communication and purposeful collective activity rather than through imposing particular sets or types of theoretical or practical knowledge. In collaborative research involving participants from school and university, dialogue is an important element that often changes the way participants think and teach in their research contexts (Denos, Toohey, Neilson & Waterstone, 2009). For example, through reflective dialogues, I became more aware of what students in this study expected from our research. In a more general perspective, my understanding about professional learning in teacher education has also improved.

For Anda, reflective dialogue also helps him to better understand his role as English language teacher and his practice have changed through reflective dialogue. In summary, the research process has brought about changed thinking for both teachers and students and for the researcher and the researched.
5.5 Conclusion

The teacher’s significant change in his critical literacy teaching strategies, evident in this chapter’s analysis, represents a shift from transmission teaching to transactional teaching (Neilsen, 1989), from a traditional didactic approach to a critical dialogic approach or from banking education to critical pedagogy (Freire, 1970). This significant change from ‘banking’ to a more ‘critical’ education is evident in the ways the teacher employed three critical literacy strategies in his lesson.

The critical literacy teaching evident in the teacher’s lesson is partially attributable to the professional learning experiences outlined in Chapter 4. For example, Andra related his decision to base his lesson on social issues on his observations during my modelled lessons (see Chapter 6). Andra mentioned at least three factors from the professional learning which may have impacted on his critical literacy teaching. First, the collaborative professional learning gave him confidence and helped him to feel more authoritative. Second, Andra developed a deeper understanding of critical literacy implementation, planning and organisational requirements relevant to the selection of teaching resources. As the third key factor, Andra acknowledged that through becoming more reflective, he gained a better understanding of his own teaching practice and how his students learn.

The analysis of the teacher’s critical literacy teaching in this chapter adds to the literature that demonstrates that teaching reform cannot be achieved without adequate supports for the teachers who are at the frontline in the education process (Darling-Hammond & McLaughlin, 1996). In reviewing the literature on professional learning, Wells (2012) argues that generating teacher knowledge is one of the factors teachers value most. Although critical pedagogy is different from his teaching practice in the past, Andra demonstrates significant changes which are partially attributable to the professional learning he actively participated in.
6.1 Introduction

This chapter is responsive to the third subordinate research question: "How does engagement with a critical literacy pedagogy assist student to become critically literate?" and provides an account of an analysis of students’ responses to critical literacy teaching using Lewison’s et al. (2002) four dimensions model. On the basis of the study finding, this chapter reports that critical literacy education has had some positive outcomes in helping students in this study become a little more critical, tolerant and respectful towards diversity.

Despite the fact that the students’ English proficiency may be a barrier to them expressing their opinions, from the three lessons analysed the findings suggest the students are starting to demonstrate characteristics of critical literacy. The analysis of students’ critical literacy development in this study, as presented in Chapter 3, is based on the four dimensions model consisting of: disrupting the commonplace considering multiple perspectives, focusing on socio-political issues and taking social action (Lewison et al., 2002). The central goal of this instructional model, to create a critically thoughtful citizenry (Leland et al, 2013), is highly relevant to the needs of contemporary Indonesian society. Unlike other models of critical literacy such as the four resources model (Luke & Freebody, 1997), which focuses on reader and writer interactions with text, the four dimensions model integrates both a textual and a pedagogical dimension. This model thus offers practical and pedagogical strategies which may be beneficial for EFL students and for teachers who are new to critical literacy education. The four dimensions model can also be used as a pedagogical model for designing instruction and as an evaluative model for assessing the success of teaching. Later in this chapter, the use of this model for this evaluative purpose is further demonstrated through the analyses of student responses.
Data in this chapter are mainly drawn from students’ spontaneous and reflective responses in three unit lessons. Different sets of data such as actual classroom conversations and observations are compared with reflective data such as interviews and students’ reflective journals in order to generate a more comprehensive analysis. The unit lessons are analysed in chronological order to indicate students’ progress as well as to highlight their achievements and challenges over the period of the study. The unit lessons were chosen because they have a specific focus on social issues relevant to the aims of critical literacy pedagogy (Janks, 2000; Lewison et al., 2008; Shor, 1992). However Andra’s unit lesson on Juvenile Violence is not included in this chapter because it was considered in detail in Chapter 5.

6.2 Gender Representation (4th - 8th October 2010)

**Introduction to the lesson:** The first lesson I modelled to the teacher, focused on gender representation and introduced the notion of critical literacy pedagogy to the students. Given it was the first lesson, I chose as the teaching resource an accessible everyday text in the form of a popular advertisement for ladies deodorant that contained a whitening product. This advertisement was very popular at the time the research was conducted. The main focus of the lesson was for students to deconstruct the ‘beauty’ image presented by the advertisement and to investigate issues around gender representation in the advertisement. Detailed images of this advertisement are located in Appendix 7. I wanted to encourage students to see an everyday text, such as the selected advertisement, through a new critical lens.

**Background to the lesson:** In the following brief narrative, I sketch out something of my own perceptions and understandings of how the popular media construct narrow stereotypes of the types of body image young Indonesian girls ‘should’ aspire to. At one stage in my life I was ashamed of my typical Indonesian brownish skin colour. With popular American culture showing white beauty images and stereotypes of beautiful Indonesian girls as
presented in television soap operas bombarding my early adolescence years, I thought I was far from beautiful. Media representations of young Indonesian girls at that time (and now) had fair skins similar to Western girls, and were tall and slim with straight hair. This body image is both highly popular and desirable in Indonesian society, especially in the entertainment sector. As a result, like me as a teenager, girls with a typical Indonesian look often attempt to whiten their skin to fit in with the stereotypical female celebrity image. Lately I even found a website in Indonesia that sells a tool to help girls’ noses become more developed with a turned-up or straight-edged shape like those of Westerners (“Nose up clipper”, 2013).

Reflecting on my efforts to conform to an, in reality, unattainable and questionably desirable female body image, I realized the importance of building young peoples’ awareness and understanding of the potential impacts such socially and politically constructed images might have on their self-esteem, confidence, and sense of attractiveness to others, and on their consumer decisions. In my view, in accord with critical literacy pedagogy, the popular media’s representations of the ‘beautiful female image’ needs closer scrutiny in relation to, first, these potential impacts and, second, to the potential of global beauty image product companies to exploit young females’ perceptions of the ideal body image. These impacts also shape young males’ expectations of what girls should look like, and as such, create additional pressures on females in terms of possible anxieties over whether they consider themselves attractive to others. Although I now feel confident with my skin colour and physical appearance, I can empathise with young adolescents who may experience a sense of inferiority about their body image and strong pressure to conform to an ‘ideal’ felt at their age. From this background, and in the context of my interest in taking critical literacy teaching practice into the classroom, I decided to engage students, girls and boys, in examining the concept of female beauty image and what this concept means to them.

The advertisement selected for classroom discussion on gender representation depicts two girls and five boys. Although there are fewer girls than boys
shown, the girls have greater prominence throughout the scenes. This particular gender focus increases the possibility that young females, as the product’s intended consumers, catch the target audience’s attention. These girls’ appearances suggest a blend of Caucasian and Asian female physical features with white skin tones compared to darker brown-toned Indonesian and straighter noses than those typically found in the Indonesian population.

Table 6.1 below outlines details of the date, topic, critical literacy goals, language objectives and classroom activities of the teaching plan developed for the first modelled lesson based on gendered representations and stereotyped body image.
Table 6.1: Lesson Plan Unit 1.

<table>
<thead>
<tr>
<th>Date</th>
<th>4th – 8th October 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Gender Representation</td>
</tr>
<tr>
<td>Critical Literacy Goals</td>
<td>In general students are expected to discuss and reflect on issues of gender representation in society, furthermore they are expected to:</td>
</tr>
<tr>
<td></td>
<td>• Make a link between text and personal experience/background</td>
</tr>
<tr>
<td></td>
<td>• Investigate the concept of ‘beauty’ in the advertisement</td>
</tr>
<tr>
<td></td>
<td>• Question gender representations</td>
</tr>
<tr>
<td></td>
<td>• Identify who may be advantaged or disadvantaged by the advertisement</td>
</tr>
<tr>
<td>Language Objectives</td>
<td>• Ask and respond to higher-order thinking questions</td>
</tr>
<tr>
<td></td>
<td>• Describe a person’s appearance using accurate adjectives noun phrases such as She has long hair/fair skin; They wear cool outfits; The boys have straight hair or other attributive adjectives such as They are handsome</td>
</tr>
<tr>
<td></td>
<td>• Report something in the past using correct past tense, for example last night I watched/yesterday I saw/a week ago I read…</td>
</tr>
<tr>
<td></td>
<td>• Retell narrative using past tense</td>
</tr>
<tr>
<td></td>
<td>• Express opinions using appropriate expressions such as I think/In my opinion/I agree/I don’t agree/I disagree/</td>
</tr>
<tr>
<td></td>
<td>• Formulate If-conditional sentences such as If I were…I would…;</td>
</tr>
<tr>
<td></td>
<td>• Report a group consensus, for example We concluded that…</td>
</tr>
<tr>
<td></td>
<td>• Use vocabulary embedded in the text in a meaningful complex sentence, for example stereotype, flat-tyre, tear-off, sleeves, convertible car.</td>
</tr>
<tr>
<td>Activities</td>
<td>In the previous lesson, students were asked to observe advertisements in both the printed and digital media, and to focus their attention on female and male representations and report their findings to the class. After students reported their findings, they identified similarities and differences between the representations of female and male characters.</td>
</tr>
</tbody>
</table>
In this lesson the advertisement on ladies deodorant is displayed in the class. In small groups, students discuss the advertisement using critical questions such as:

- What is this advertisement about?
- What is the purpose of this advertisement?
- What target market is this advertisement intended to capture?
- How are the girls described?
- How are the boys described?
- What kinds of female body images are absent in the text?
- What kinds of male body images are absent in the text?
- Who may be advantaged or disadvantaged by the advertisement?

After discussing these questions in their groups, students are asked to define the concept of “beauty” and discuss if this concept is universal in its meaning across cultures or ethnicities within Indonesia.

Students are invited to conduct a mini research project on the brand of the deodorant depicted in the selected advertisement. The project is expected to focus on how the students thought the company selected the models and their marketing strategies.
An overview of critical literacy dimensions in the lesson on gender representations

Students’ responses in this lesson were framed using the four dimensions model elaborated in Chapter 2. Framings related to the first dimension, *disrupting the commonplace* and the second dimension, *considering multiple perspectives* are presented below, followed by the fourth dimension *taking social action*. The third dimension, *focusing on socio-political issues*, was not used as an analytical frame as the students’ responses did not seem to resonate with this. Data documenting this lesson were generated from classroom conversation recordings and students’ reflective journals and interviews.

**Questioning the beauty image and identifying the “unheard voices”**

In this lesson, students seemed reluctant to question the stereotypical image of beautiful girls in the media. This reluctance may be due to both the students’ unfamiliarity with the process of questioning texts and the personally sensitive nature of the topic. After preliminary questionings around ‘What is this advertisement about?’ and ‘What is the purpose of the advertisement?’, I invited students to list words describing characteristics of the girls’ and boys’ physical appearance. I then invited the students to discuss whether or not they agreed that these characteristics fitted their own concept of ‘beautiful’ or ‘handsome’. In the following, selected student responses representing the most frequently expressed opinions show how they came to the consensus that the girls and boys in the advertisement were “beautiful” and “handsome” in ways that cohered with their own perception of what “beauty” and “handsomeness” meant to them.

**Episode 6.1**

Students’ preliminary responses to images of girls and boys in the advertisement. 4th October 2010.

Andita: From what I saw, in the ads I see beautiful girl and handsome boys. Girls and boys they are very cool, boys very macho.

Maria: I think the girl is cute, long hair and boys handsome, they are look interesting
Based on these preliminary responses to the advertisement, students identified physical attributes of ‘cuteness’ and ‘handsomeness’ in phrases such as girl is cute, long hair, handsome boys, and white faces. In this early implementation stage, students did not see these gender representations as problematic. In fact they admired the young people in the advertisement and saw them as cool and attractive.

While I recorded the characteristics the students mentioned on the white board, I also invited them to think about other characteristics of girls’ and boys’ appearance that might be absent from this particular advertisement and the other advertisements they had been required to see or read in the print media prior to the lesson. In response, students mentioned that female body images absent from the advertisement were ‘girls with darker skin’, ‘not slim’ and ‘short’ or ‘curly hair’. Meanwhile male body images absent in the advertisement were ‘boys with frizzy hair’ and ‘skinny’.

Students then engaged in further discussion. In small groups they listed other characteristics they thought were absent from the advertisements. These activities, classified as ‘considering multiple viewpoints’, were intended to help students identify whose voices were absent and whose voices were heard (Luke & Freebody, 1997) in the advertisements. As the discussion unfolded, students started to see more clearly the stereotyped nature of representations of girls and boys. For example a group confirmed their observation that girls in shampoo advertisements always had long straight hair and girls advertising soap had fair skin, representations that are similar to those in the ladies deodorant commercial we investigated in class. Transcript excerpts below present a sample of students’ responses that demonstrate how students started to question representations of female beauty evident in the advertisement’s images.
Episode 6.2
Students start to question the image of ‘beauty’. 4th October 2010.

Candra: Girls in shampoo ads, they have long hair and straight. In the perfume, their skin in white and they mengejar-ngejar [chase] the boys. [laughed]…Jadi yang diliatin yang begitu, kenapa kalau cewe yang rambutnya pendek ngga ada di iklan atau yang item kulitnya [So what we see is like that, why girls who have short hair or dark skin don’t exist in the ads].

Intan: Our group want to say… kalau liat cewe di iklan, [looking at girls in the ads] they all white skin. Hmmmm…so we can’t see girls who have skin like this ((pointing to her arms))…hmmm maybe kalau cewenya ngga putih, ngga laku kali ya…[maybe it won’t sell if the girls don’t have a white skin] ((laughed)).

Gelar: Kenapa kalau iklan laki-laki itu selalu macho, badannya keren, ga ada yang junkies tapi cool gitu [if it’s boys in the advertisement they look macho, they have cool body…none shows boys who are tall and thin but cool] ((laughed))…

Students’ responses as articulated by Candra, Intan and Gelar demonstrate an important and gradual shift in their thinking. In the beginning when they mentioned gender appearances they did not seem to problematize them. To some students, these appearance characteristics were attractive and desirable. During the discussion, however, the majority of students started to question the representations of beauty in both genders. Candra for example, questions the prevalence of girls with long hair and fair skin over girls with different characteristics. Candra’s critical questioning style suggests she is starting to gain a critical awareness of the way the advertisement constructs an image of “beauty”. At the end of her statement, she clearly questions why darker girls with short hair are not represented. Intan’s response is similar to Candra’s, but is more focused on the link between whiteness and beauty. Intan also suggests that girls with darker skin would not help to sell the product in the market. Gelar questions why advertisements mostly show muscular men, not tall and skinny ones. These responses mark a significant change in the way students question representations of female beauty in the advertisements they watch every day.

Problematizing gender representations
After students questioned the construction of beauty in the advertisements, they examined the issue of stereotyped female and male representations. Unlike the

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7 Is an abbreviation from a local language which means tall and thin.
first part of the discussion, in which students seemed reluctant to engage in discussion, on this occasion students seemed to more quickly identify examples. Using the same advertisement, for example, Alma talked about the unequal roles of girls and boys.

**Episode 6.3**

Alma’s opinion on the unequal roles between genders.

*Menurut saya iklan ini ngeliatin kalo cewek tuh lemah banget, jadi harus minta tolong ke cowok, udah gitu minta tolongnya harus buka baju…*(Alma’s response. 4th October 2010).

I think this advertisement shows that girls are very weak, so they have to ask help from boys, moreover the girl has to take off her sleeve to ask for help… *(Alma’s response. 4th October 2010).*

Alma is able to identify that girls are presented as ‘helpless creatures’ who are dependent on boys to fix any problems they have with cars. Girls are seen to be willing to do anything to get boys’ attention to help them solve their car-related problems, including exposing their bodies. As the discussion progressed, the majority of students demonstrated a critical understanding of gender stereotyping. For example, students mentioned that in the advertisement the girls were described as weak because they could not fix the car while boys were portrayed as heroes, coming to the girls’ rescue.

In citing other advertisements, students were able to identify male dominance over females and further problematize the assumption that girls are weaker than boys. For example one student questioned an advertisement that portrays a husband who refuses to help his wife with a leaking roof, but later changes his mind when his wife prepares tea for him. Some other students also revealed a classic example from an advertisement that illustrates a wife who is busy in the kitchen while a husband is relaxing and eating.

Through analysing these advertisements, students began to understand that girls’ and boys’ appearance and behaviours are stereotyped. This can be seen in Bunga’s reflective journal:
Episode 6.4
An example of Bunga’s reflective thinking that texts are not neutral

I think stereotype is what people think and we take granted for it. Like a girl with fair skin and long hair always get the first attention, and that’s not fair. Cause honestly my skin is not white and my hair is short. And I talk to myself if it like that “should I’m not confident with myself whenever I see my face in mirror?”. (Bunga’s reflective journal entry. 5th October 2010)

Bunga’s first sentence attempts to define the meaning of the term ‘stereotype’, reinforced by an example from the advertisement that we discussed in the classroom. She detects injustice in the advertisement, as it benefits females with certain appearance characteristics such as having fair skin and long hair. She also seems to connect this concern for just and fair representations with her personal situation when she states that her complexion differs from that depicted in the advertisement. She further questions whether she should be confident with herself. Although the question is left unanswered, engagement in the critical literacy discussions seems to have had an impact in helping Bunga to become more reflective, as is evident in the opinions she expresses in her self dialogue using words like I think, honestly, confident. Her journal also indicates an awareness of how popular media frequently represents girls and boys from narrow and imbalanced perspectives.

Taking action
As indicated in the Literature Review, the last dimension of Lewison et al.’s framework (2002) is ‘taking action’, often regarded as the key feature of critical literacy (Lewison et al., 2002). Methods of taking social action include a shift towards reading more critically and encouraging others to examine their way of thinking (Van Sluys et al., 2005). Indications of these types of actions are present in students’ responses during the study, both in their classroom discussions and their reflective journals.

While previous analysis is generally based on actual classroom conversations, signs of students ‘taking social action’ as the fourth dimension are evidenced in reflective data found in interviews and students’ journals. An example is Rina’s further investigation of gender representations in her journal. Rina cites an example of the promotion of stereotypes of females as weak creatures that
comes from a local chocolate advertisement that describes a girl who becomes irrational after her relationship with her boyfriend ends. Her journal indicates that Rina is now able to demonstrate a resistant reading to this advertisement.

Episode 6.5
Rina’s efforts to examine gender representations

Stereotype make me always think a women must be beauty, elegant, have white skin, have long hair and a men must maskulin, strong, romantic. After I learn stereotype I think there are more stereotype in our life, like in Gary chocolate a girl lost her mind after she break up with her boyfriend then her dad give chocolate to her, it mean girl is so so weak, so a question is “stereotype, can it be broken?” (Rina’s reflective journal entry. 6th October 2010).

In this journal entry, she describes her journey to become critically literate. The first sentence indicates her previous stereotypes of female and male representation followed in the second sentence by a change of perspective, as marked by the phrase ‘After I learn...’. This indicates that her involvement in critical literacy may have helped her to become more critical of other examples of stereotypes. Thus she mentions a further advertisement which supports the popular stereotype of females as illogical and behaving on the basis of their immediate feelings. Finally, the question raised at the end ‘stereotype, can it be broken?’ indicates a broader awareness of the need to critically change social attitudes.

Similarly the following journal entry demonstrates a student’s point of view on how what she took to be the truth has changed. Betari’s response suggests that her involvement in critical literacy has somehow helped her to realise there may be alternative ‘truths’.

Episode 6.6
Betari’s changes of perspective

Today in my class we watch some ads, then we make a list that boys are always handsome and cool. Girls always have white skin and long hair. For me it’s normal because in television, magazine, etc. it’s the same. Then we discussed with the teachers and my friends, I realize that it’s not normal. Beautiful is not only having white skin and long hair. Now every time I watch TV or read magazine I always ask “is it true or not?” Jadi saya suka ga suka sama orang yang stereotype. Sekarang aku lebih terbuka kalau cantik ngga selalu kaya gitu [so I don’t like people who stereotype other people. Now I’m more open to

8 A brand of chocolate advertisement
Betari represents herself as believing in stereotypical gendered images of girls and boys before she discussed the television advertisement: note that in the second sentence she said ‘For me it’s normal...’. However, participation in the critical literacy pedagogy appears to have changed her point of view. She realises that the gendered stereotypes of girls and boys she accepted were not accurate and only represented a narrow perspective. As in the case of Rina (Episode 6.5) who engaged in a reflective dialogue with herself, Betari also resolves to question stereotypes when she watches television or reads magazines. As a further reflection, she indicates a concern for people who are trapped in the stereotypes she used to believe in. She now considers herself to have become a more open-minded person who has begun to question her everyday way of thinking. Betari’s point of view resembles my experience as a teenager 20 years ago. As I mentioned in the introduction of the lesson and in Chapter 1, the white beauty image in Indonesian society is pervasive throughout the generations, especially in the entertainment industry.

An example of the realisation that no texts are neutral and that they always carry a certain ideology can be found in Satria’s reflective journal (Episode 6.7). In his journal he claims that he used to believe all the information presented but has now understood that media may represent the views of multiple interests. His journal entry is presented as it was written, including the asterisks he used for an offensive word.

Episode 6.7
Satria’s resistance to reading information from the media

All this time, we being fooled by media. They told us stereotypes like stepmother are bad, handsome is white, beautiful is white and had straight hair, etc. It is something I’ve known, something had existence but people around it didn’t know. Why need to break it? Because we didn’t want being fooled by media. I don’t trust it anymore. Media had a lot of s**t. They lies to our people. I don’t want to be want of them, either people was fooled by media or media that fooled people. (Satria’s reflective journal entry. 10th October 2010).

Episode 6.7 illustrates how Satria positions himself differently from the other students. He seems to blame the media for constructing misleading stereotypes
of society, not only those related to the ‘beauty’ image but also other images such as stepmothers. The use of the offensive word in asterisks seems to indicate anger and disappointment towards the media, which he believes has treated society unfairly through misleading information. He also uses the word “fool” four times in his journal to signal a strong view that the media is responsible for constructing stereotypes. Unlike other students in their reflections, he identifies himself as someone who is aware of stereotypes when unfortunately, according to him, other people are oblivious. There is a change of voice from individual (“I”) to collective (“we”) where he is encouraging other people to read information in the media with critical eyes, rather than just focussing on a change in his own perspective. Finally he expresses his strong resolve not to become a victim of media manipulation.

In another journal entry Satria shifts his resistance from general attitudes to the media to his personal social life through a resolve to consider his friends’ opinions from a more sceptical perspective. Unlike Episode 6.7 where he wrote predominantly in English, the journal entry in Episode 6.8 is written in mixed English and Indonesian.

Episode 6.8
Satria’s further resistance

Now I learn not to trust the news instantly. Also when my friends talking to me, I don’t want being fooled too. I will select what they say, not to trust them straight away, I have to know it’s hmmm menurut atau engga. Juga kalau baca artikel di koran, dulu saya langsung serap semua, saya percaya semua namanya ada di koran pasti bener, sekarang saya tau itu salah jadi ngga saya serap semua. Saya ngga percaya semua. (Satria’s response in an interview. 22nd November 2010).

Now I learn not to trust the news instantly. Also when my friends are talking to me, I don’t want to be fooled either. I will select what they say, not to trust them straight away, I have to know whether it’s leading to something or not. Also when I read articles in the newspaper, I used to absorb all information, you know when it’s in the newspaper it must be right, now I know it’s wrong so I don’t absorb all information. I don’t trust all information. (Satria’s response in an interview. 22nd November 2010).

Episode 6.8 describes how he used to read information at a superficial level but now he reads at levels that go below the surface of the text. Satria indicates the need to carefully examine all information, including what his friends say.
Discussion of the lesson on gender representation

The gender representation lesson was the first lesson that engaged students with the critical literacy pedagogy model. As a first experience, analysing a television advertisement from a critical literacy perspective was not easy for either the students or the teacher. The journey to help students to question common beliefs about “beauty” and to more closely scrutinise popular idealised stereotypes of female and male body image represented in popular media was long, difficult and often took both the students and the teachers out of our comfort zone (Beck, 2005). For example the question ‘why do the boys decide to help the girl who has a white underarm skin?’ was met with loud laughter from boys. One of the boys said ‘because white is more beautiful’. While the boys and some girls were laughing at this statement, I noticed that some other girls in the class with darker brownish skin looked at the boys with disdain. Clearly some girls did not feel comfortable during this discussion and likely found the boys’ comments to be offensive. As the teachers, we also experienced some discomfort when we saw the girls were unhappy with the boys’ remarks.

The analysis of classroom observations and students’ reflective journal entries relating to this lesson suggests significant growth in their engagement with critical literacy pedagogy. Students demonstrate the ability to question popular beliefs about what Indonesian girls should look like, such as the need to have white skin and long hair. Students also show an ability to read and to analyse advertisements more critically for meanings embedded in the texts. For example, the students now show deeper understandings of the contested nature of issues related to female and male stereotyping in popular media.

Given that evidence of the third dimension of critical literacy (Lewison et al., 2002), ‘considering a socio-political issue’ did not emerge from the data generated from students’ classroom discussions or their reflective journals and interviews, at the end of week 1 I assigned students mini research tasks on topics related to the deodorant advertisement. First, the students were to investigate the company that produced the deodorant we examined in the class,
and second, they were to discuss the concept of beauty in different ethnicities in Indonesia or even in other countries. In the following class few students had attempted this task. Students seemed to resist carrying out this mini research task for a number of reasons. When asked why this was so, the students related that they could not see a connection between investigating the producer of the brand and our discussions in the class. The students thought it was not an interesting topic and thus irrelevant to them. Second, conducting a mini research project in English class, or in any other class, was a new experience for them. This resistance may indicate their exposure to conventional English literacy teaching in which students are not given adequate opportunities to relate an issue discussed in the class with broader social or political aspects.

The students’ resistance towards the class activities seems to indicate that the socio-political dimension of critical literacy may be difficult for both students and teachers to grapple with. The implication here is that students need more time to engage with and reflect on connections between contested issues and complex interacting social, political, cultural, religious and economic factors. Students’ engagement and reflection may be nurtured through critical teaching practice that fosters open discussion. As the teacher and I reflected on this gender representation lesson topic, we concluded that we needed to modify the mini research task to enhance students’ engagement and interest in the topic. We needed not only to explain the task but also provide examples.

In the first lesson, the students responded to questions and conducted their discussions in the Indonesian language. That the students preferred to speak in Indonesian rather than English may indicate that the native language helps learners to become more expressive, especially during discussions where students are expected to articulate critical opinions. This lesson, along with other lessons, serves to suggest that the students’ first language should not be avoided altogether in English language teaching. In fact allowing students to decide which language they prefer to use in a given situation may enhance students’ confidence and classroom engagement, as is evident in the lessons that followed.
Section 6.2 analysed students’ critical literacy development, and reported on how students engaged in critical examination of gender representation in a popular advertisement. In this lesson, students demonstrated key dimensions of critical literacy such as questioning body image representations at deeper levels, identifying hidden assumptions and perspectives, problematizing the issue of gender representations and finally signalling a shift to reading with a more inquiring and questioning frame of mind.

### 6.3 Homophobia (12\textsuperscript{th} – 15\textsuperscript{th} October 2010)

**Introduction to the lesson:** In this second lesson, students appear to have become more familiar with critical literacy pedagogy and, as a result, the dimension of sociopolitics, not present in the first lesson, is more evident in this second lesson.

As for the first, this second lesson follows the syllabus we designed around current social issues and concerns in Indonesia. In this lesson, the social issue of homophobia was selected as the unit theme. At the time I conducted this study, I became aware through the local media of increasing intolerance among ethnic and religious groups (Ulama, Burhanudin, & Muzadi, 2010). Understanding this as a significant social issue, I decided to further explore intolerance towards others as expressed in beliefs and attitudes towards homophobia. This is because homosexuals seem to be marginalised in Indonesian society. Therefore the central focus of this lesson was to raise students’ social awareness of accepting diversity and critical thinking about homophobia. By investigating this issue through critical literacy pedagogy, students may re-assess their own levels of tolerance towards diversity and possibly develop greater tolerance.

During our classroom discussions, I invited students to read a text taken from a local English-language newspaper about a destructive demonstration in the
capital city, Jakarta. The title of the article was “FIPO\(^9\) raids cultural centres, demands end to gay film festival” (The Jakarta Post, 22\(^{nd}\) November 2010). FIPO is a group of Islamic fundamentalists in Indonesia. The newspaper reported on this group’s demands and the damage they caused as a consequence of their reportedly anarchic demonstration. I chose this text as it illustrated an example of intolerance that should not have existed in our heterogeneous Indonesian society (see details on Table 6.2). The analysis of classroom observations and students discussions in this lesson focuses on how critical literacy pedagogical practices have the potential to develop students’ respect and tolerance for diverse ethnic/religious groups. Such teaching practices may encourage students to identify democratic ways of expressing different opinions.

**Background to the lesson:** Indonesia consists of more than 300 ethnic groups who speak diverse regional languages and practise different religions. I believe awareness, tolerance and acceptance among ethnic and religious differences are important, especially for young teenagers like the students in the study. Over the period when I conducted the research (July-December 2010), there were at least three incidents triggered by clashes between different ethnic groups in Indonesia that resulted in deaths (Sulaiman & Hajramurni, 2010). That intolerance among ethnic groups is not the only issue we face as a nation, is evidenced in research conducted by the Centre for the Study of Islam and Society at the State Islamic University in Jakarta (2010). This research reveals that religious intolerance in Indonesia is ‘on the rise’ indicating a link between the rise in Islamic fundamentalism (Ulama, Burhanudin, & Muzadi, 2010). Ironically, our national motto *Bhineka Tunggal Ika* (unity in diversity) seems no longer to have a place in the heart of Indonesian people. I believe critical literacy pedagogy can find ways to encourage students to become more aware of the

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\(^9\) A pseudonym abbreviation stands for the Islamic Defender Front.
social issues we are facing, and become more tolerant and accepting of the differences that exist in Indonesian society, including those related to sexual orientation.

Table 6.2 details the lesson plan for this unit which includes critical literacy goals, language objectives and activities in the classroom.
Table 6.2: Lesson Plan Unit 2

<table>
<thead>
<tr>
<th>Date</th>
<th>12\textsuperscript{th} – 15\textsuperscript{th} October 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Homophobia</td>
</tr>
<tr>
<td><strong>Critical Literacy Goals</strong></td>
<td>Students are expected to</td>
</tr>
<tr>
<td></td>
<td>• develop respect and tolerance among ethnic/religious groups or other differences in society</td>
</tr>
<tr>
<td></td>
<td>• identify democratic ways of expressing opinions</td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td>• pose and respond to higher-order thinking questions</td>
</tr>
<tr>
<td></td>
<td>• identify differences in Indonesian society from multiple perspectives</td>
</tr>
<tr>
<td></td>
<td>• articulate main ideas in each paragraph of the selected text</td>
</tr>
<tr>
<td></td>
<td>• use specific vocabulary embedded in the text in a meaningful complex sentence, for example homophobia, riot, violent, destructive, event-organisers, staged a rally, objection</td>
</tr>
<tr>
<td></td>
<td>• mention other words with the suffix –phobia and its meaning</td>
</tr>
<tr>
<td></td>
<td>• express opinions using appropriate expressions such as I think/In my opinion/I agree/I don’t agree/I disagree/</td>
</tr>
<tr>
<td></td>
<td>• formulate If-conditional sentences such as If I were...I would...;</td>
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<tr>
<td></td>
<td>• report a group consensus for example We concluded that...</td>
</tr>
<tr>
<td></td>
<td>• seek clarification during group discussions, with questions such as What do you mean by...?/Is that what you mean?/</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Students are invited to read a text taken from a local English-language newspaper related to a destructive demonstration in the capital city, Jakarta with the title “FIPO raids cultural centres, demands end to gay film festival”. The newspaper text reports the demands of this group and the damage they caused as the result of their demonstration. The news story also contains excerpts taken from interviews with police, event organisers and others.</td>
</tr>
</tbody>
</table>
|            | • Help students to ‘crack the code’ (Luke & Freebody 1999) by discussing the article title and accompanying photograph. Descriptive text below the photograph read “Homophobia: Members of FIPO rally outside the Goethe Institute in Central
At the beginning of the lesson, explain the meaning of the affix *homo-* and then the suffix *–phobia* in English and that this suffix can be added to the end of some words which carry a specific meaning such as *acrophobia* (afraid of heights), *xenophobia* (dislike or fear of someone from a foreign county) and so on. From these examples, ask the students to suggest what the term ‘homophobia’ means.

Assist the students to understand the title by guessing the context, while some other students may prefer to use their paper or digital dictionary to work out the meaning. After the students discuss the meaning of the title, they are engaged in their reading activity.

After reading, the students work in small groups and discuss the following questions:
What is your opinion of the riot? Do you agree or disagree with this type of demonstration? Why? Why not? Why are there people who really hate people who are different? Why might people be intolerant of differences they see in others?
An overview of critical literacy dimensions in the homophobia unit lesson

Using the four dimensions framework of critical literacy, this section outlines the analysis of data generated in the homophobia unit lesson. As students had now become more familiar with the nature of critical literacy discussion, they seemed to demonstrate some progress compared to the first unit lesson on gender representation. For example, unlike in the first unit where deeper engagement with socio-political issues was not really evident in students’ responses, in this unit lesson students seemed to think more critically about contentious social issues and appeared more confident when articulating their viewpoints on these issues. These findings suggest that students are developing a stronger grasp of and a deeper engagement with important aspects of critical literacy, including the socio-political dimension.

Disrupting the commonplace

My intention to help students investigate an everyday social issue through a critical lens by including a controversial topic on homophobia was initially met with resistance. As I began to explain our activities at the beginning of the lesson, some of the students immediately showed signs of discomfort that suggested to me that a discussion on homophobia in an English class was a rather bizarre activity. When Andra and I distributed some Internet images of gay and lesbian marriages, one boy shouted “Astagfirullah haladzim”, the Arabic sentence which means “I ask Allah for forgiveness”. Muslims, who form the majority of students in the classroom and in the Indonesian population, are expected to say this sentence when looking at something considered by the Muslim faith to be indecent.

When I first asked their opinions about homosexual people, students were laughing awkwardly and their judgments were mostly negative: ‘not normal’, ‘stress’, ‘not religious’, ‘disgusting’ and ‘weird’. I then invited the class to explain why they thought of homosexuality in these terms, which was met with an awkward silence. The students’ reluctance to talk about this issue made Andra and me also feel uncomfortable. Finally, a student, Erwin, clarified what
he meant by saying that homosexual people were ‘disgusting and have no religion’\(^{10}\).

**Episode 6.9**

Erwin’s resistance to homosexuality

Many people think that homosexual is negative, I think so. For me I believe that homosexual is not normal, they are disgusting and have no religion because if you have religion you must trust that you have God and God save you (Erwin’s response in the classroom discussion. 12\(^{\text{th}}\) October 2010)

Erwin’s perspective may well have represented the majority view held by students at the beginning of our discussions. Most of the students tended to view homosexuality from a single narrow perspective and believe that it was something God needed to save them from.

Having encountered this initial resistance, I decided to try another strategy to relate the text to students’ background knowledge by asking them if they knew why someone became lesbian or gay in their sexual orientation. This question seemed to be a turning point that began to change the direction of the students’ thinking. In answering this question, a student, Bunga, expressed a new perspective that began to influence some of the more resistant students. Bunga said that one of the *Oprah Shows* she had watched on television featured a female guest who had been abused as a child by her father, and it was that experience that had finally turned her into a lesbian.

**Episode 6.10**

Bunga’s first attempt to include multiple perspectives into the discussion

*Aku pernah liat di Oprah Show, ada yang jadi lesbian karena dia disiksa sama bapaknya, terus aku juga pernah baca di novel dia gitu karena dia diputusin sama pacarnya dan jadi lesbian, jadi ya kadang-kadang mereka ngga mau seperti itu kali* (Bunga’s response in the classroom discussion 12\(^{\text{th}}\) October 2010).

Once I watched the Oprah Show, there was a girl who became lesbian because she was abused by her father and I also read a novel where there was a girl, and her boyfriend dumped her so she became a lesbian, so I

\(^{10}\) To ‘have’ a religion is an important matter in Indonesia. We legally acknowledged six religions in Indonesia: Islam, Catholic, Protestant, Budha, Hindu and Confucianism. In legal documents like the national ID, there is a section where people have to fill out what their religion is.
think sometimes it’s not that they want to be like that. (Bunga’s response in the classroom discussion 12th October 2010).

From Bunga’s point of view, to understand why someone became a lesbian requires an examination of the person’s background, for example, whether she had been a victim of a sexually abusive father or other family members. Apart from the television program show that she watched, Bunga also drew on another source to support her opinion. In one of the novels that she had read, she learnt that a traumatic experience involving a relationship with love partners may have been a reason why someone identified with lesbianism. Bunga therefore offered the class a fresh viewpoint which seemed to go against the majority view held by students at the beginning of the lesson that people with different sexual orientations are unacceptable in the society.

As other students listened to this new perspective, some started to reconsider their opinion of homosexuality, as evident when another student, Rani, expressed surprise that a domestic factor such as child abuse may have contributed to a homosexual orientation.

Episode 6.11
Rani’s response indicating that she uses only a single perspective

*Saya engga kepikir sampai kesana. Maksudnya saya ngga kepikiran kalau mereka itu bisa aja jadi lesbian atau gay karena dulu disiksa sama orangtua. Jadi ya bukan salah mereka juga dong kalau gitu. Saya pikir mereka cuma cari sensasi atau ikut-ikutan aja...* (Rani’s response in the classroom discussion. 12th October 2010)

I don’t think that far. I mean I don’t know that they can become lesbian or gays because they were abused as a child by their parents. So it means it may not be their fault then. I thought they were just looking for sensation or following other people... (Rani’s response in the classroom discussion. 12th October 2010)

Rani acknowledges that she may have been narrow-minded by discounting the fact that domestic abuse, as expressed by Bunga in 6.10, may have contributed to the development of someone’s sexual orientation. Thus Rani seems to understand that it would be unfair to judge lesbianism on the grounds that it is a matter of choice. The more thoughtful, reasoned nature of this contribution is evident in the use of logical connectives like *so* and *because.*
Bunga’s new perspective seemed to also raise the awareness of another student, Septi, who showed initial resistance. Septi mentions the example of a famous transgender person who starred in an Indonesian video clip.

**Episode 6.12**

Septi adds another perspective into the discussion.

*Oh iya, ngga semua negatif ko. Itu si Iva\(^{11}\) yang jadi model video klip...dia kan juga homo ya...jadi ngga semua sama, buktinya Iva bisa terkenal dan kaya.* (Septi’s response in the classroom discussion. 12\(^{th}\) October 2010)

Oh yes, not all homosexual are negative. You remember Iva who was a model in a video clip...Iva is a homosexual...so not all the same; Iva is famous and becomes rich. (Septi’s response in the classroom discussion. 12\(^{th}\) October 2010)

Septi opens her comment with the claim that not all homosexual people are judged negatively. She cites a name which makes the class laugh and thus reduces any tension. Some students now seem more relaxed than at the beginning of the class, as they start to talk about this famous model, and about other celebrities they assume to be transgendered.

The next question I asked was whether students think that their initial views and understanding of the lesson topic have now changed in any way. Many of the students realise the need to suspend judgement on a particular issue until they have sufficient evidence or knowledge about it. As Windi says:

**Episode 6.13**

Windi realises the importance of suspending judgement.

*Iya ya, sekarang kita ngga boleh nge-judge orang gitu sebelum kita tau apa kenapa dia gitu. Selama ini saya pikir mereka tu cuma ikut-ikutan ajah tapi Septi bilang ada yang pernah disiksa gitu saya jadi terbuka...*

Well, now we can’t judge a person like that before we know why. I thought gays people they’re just following the trend but when Septi said someone was abused as a child, I now become more open-minded (Windi’s response in the classroom discussion. 12\(^{th}\) October 2010).

Windi uses the plural *we* to formulate an emerging consensus about the need to be non-judgmental towards lesbian and gay people. Drawing on Septi’s previous opinion, Windi notes other factors of which she has become aware.

\(^{11}\) Pseudonym
and reflects that now she has become more open-minded. Like some other contributors, she also uses a past-present contrast *thought, now become* to highlight the change in her opinions. At this point, I reminded students that it is possible for us to break out of stereotypes when we include different points of view in the discussion. Some students, who regarded homosexuals unfavourably in the beginning of the discussion, began to show a shift by thinking about homosexuality in a less discriminating way, as represented by Septi’s and Windi’s contributions.

Episodes 6.10 – 6.13 point out efforts from both the teachers and the students to examine this sensitive topic from different angles. Changes in students’ thinking and reasoning does not come automatically but follows a convoluted path, where the students work together to build further knowledge and understanding based on earlier heard opinions. Positive supports such as creating a democratic classroom atmosphere and promoting respect towards students’ different opinions in the class are seen to be important to the success of critical literacy pedagogical practices. Students do not seem to exhibit fear or discomfort anymore in expressing their critical opinions.

As in the first lesson focused on the topic of gender representations, Episodes 6.10 – 6.13 also signal the need for flexibility in accommodating students’ first language in classroom discussions. Students seemed to feel more comfortable expressing their thoughts in Indonesian. In critical pedagogy, educators are advised to use students’ native language as the start of education development (Freire, 1998). In fact teachers’ persistence in the use of the target language in the class may indicate an effort to maintain domination (Janks, 2000), and as such, limit the opportunities students have to become more critical of everyday texts and to be more openly expressive of their views.

**Considering multiple perspectives and focusing on socio-political issues**

After some indications that students had slowly shifted their initial opinions on homosexuality, as elaborated earlier, I invited them to return to the topic and read the text taken from a local English-language newspaper about a
destructive demonstration in the capital city, Jakarta, reporting hatred towards homosexuals (see details in Table 6.2 above). To help students become aware of the possibility the newspaper text reflects an imbalanced perspective, I asked them to list the people mentioned in the text and also those who were absent. Andra helped students to engage in this activity and recorded the students’ responses on the whiteboard.

Through the list the students created, they began to see a gap in relation to the homosexual voices that appeared to be absent from the text. As in the first lesson focused on gender representation, this strategy of listing ‘heard’ and ‘unheard’ voices seemed to work effectively. The question I asked enabled students to view homosexuality-related issues from a socio-political perspective. As an example, one student problematises the text’s focus on the agents of chaos at the expense of the voices of homosexual people. As Bulan argues:

Episode 6.14
Bulan begins to sense injustice in the way the media represents homosexuality

Kenapa yang diberitakan cuma aksi FIPO aja, yang diliatin cuma bahwa mereka benci dengan orang-orang homo, kalau merekanya sendiri gimana? Mereka juga punya hak, kan mereka bisa berkarya juga, seperti kerja di salon, atau malah ada yang jadi bintang video klip. (Bulan’s response in the classroom discussion. 12th October 2010)

Why on the news it’s only about the actions from the FIPO, that they hate homosexual people, what about the homosexual people themselves? They have rights, and they can also function in society, like work in a salon or even become a model in a video clip. (Bulan’s response in the classroom discussion. 12th October 2010)

Bulan expresses her disappointment about the text’s imbalanced perspective that focuses more attention on the actors behind the demonstration than on the victims. She raises a question on behalf of the homosexuals, whom she believes to be the victims, arguing that homosexuals need to have equal rights to heterosexuals. However her statement still positions homosexuals as marginalised. This can be seen from the stereotyped occupations that she mentions, such as beauty therapist or video model, which show the reality of limited job opportunities for homosexuals in Indonesia.
Tiara’s critical response points out her concern with the article’s reporting of the way people expressed their opinions. She believes it is inappropriate for people to destroy and damage social facilities as an expression of their opposition to minority groups such as homosexuals. In the light of growing ethnic and religious groups conflicts in Indonesia occurring at the time of the research, Tiara’s opinion may be interpreted as representing the Indonesian people’s yearning for a more democratic society.

Episode 6.15
Tiara’s effort to identify a more democratic way of expressing opinions:

I think FIPO was right to express their opinions but they did in the wrong way. They should talk secara baik-baik [talk in good ways] to the film organisers, not like that. They suddenly menyerang itu [attack] and they melempari [throw] stones to office in Jakarta. I think that’s not right. (Tiara’s response in the classroom discussion. 12th October 2010).

Tiara’s opinion signals she is aware that people should have a right to express different opinions, but that some people may not know how to express their opinions and at the same time be respectful of differing views. To address the problem that triggered the chaotic demonstration, Tiara proposes a dialogue between FIPO and the event organiser as an alternative to conducting an unlawful protest. Tiara does not seem to hesitate to use judgmental words such as wrong and not right, to indicate her strong point of view, as well as using words like should and I think to indicate her opinion.

Continuing with the lesson, I engaged the class in further discussion around the question of whether or not it is acceptable to be different from other people and to have different perspectives. I asked the students to relate this question to the text we discussed. Most of students said it was acceptable to be different and that we should respect diversity, including different viewpoints and ways of life.

To conclude the lesson, I asked the students to identify possible reasons why the FIPO demonstrated against homosexuality unlawfully. In small groups,
students discussed many possibilities. The following episode (6.16) represents small group’s multiple perspectives on respecting diversity.

Episode 6.16
A group’s opinion on how to respect diversity:

In our group’s opinion, we must…we must respect each other. Grup yang berdemo ini ngga bisa menghargai perbedaan, mereka cuma mikirin diri sendiri, padahal kita masih butuh satu sama lain dan mereka ngga mau mendengar orang lain. Mereka juga ngga mikir…((laughed)) maksudnya kurang berpendidikan gitu lah…kalau kita mau dengertiin orang lain, kita juga harus ngertiin orang lain untuk membentuk perdamaian. (Basaria’s response in the classroom discussion. 12th October 2010).

In our group’s opinion, we must…we must respect each other. These people who did the demo, they can’t respect the differences, they only think about themselves, while in fact we need each other in society and they don’t want to listen to other people. They cannot think well…((laughed)) I mean, like not well-educated something like that, if we want people to understand us, we must understand people too in order to have a peaceful situation. (Basaria’s response in the classroom discussion. 12th October 2010).

The group in Episode 6.16 is represented by Basaria who articulates her opinion in mixed English and Indonesian. She argues that respecting diversity is necessary and therefore people who are unable to show respect are to be considered as selfish, irresponsible and perhaps less educated. Basaria’s opinion is formulated in terms of recommendations for desirable group behaviour described in terms of what we must, we need or we want to do. Basaria’s opinion in the classroom discussions suggests an understanding that humans are social creatures who need and enjoy the company of others within the context of respectful caring and supportive relationships. Thus mutual respect and understanding are considered a prerequisite to establishment of more peaceful conditions. Similarly to Tiara in Episode 6.16, the group’s opinion reflects a need to address the unlawful behaviour that targets and vilifies minority groups.

Taking social action
As in the first lesson on gender representation, in this lesson ‘taking social action’ is also demonstrated by shifts in the students’ thinking. The dimension of taking social action may however take different directions. Students who demonstrate changes in their reading habits or show different attitudes towards
the world around them may also be categorised as taking social action (Lee, 2012).

The journal entry by Meti in Episode 6.17 below represents her making a significant move to become a more responsive and reflective person who respects heterogeneity.

Episode 6.17
Meti’s journey to become a reflective person

In the past I don’t care, maksudnya cuek-cuek gitu…[I mean I’m just ignorant] like when we talk about gay or lesbian couple, I don’t care about it. Now I have more knowledge, I know what’s going on. Jadi lebih tanggap gitu lah ke lingkungan. Kalau dulu saya pikir homosexual itu jijik, aneh, ada kelainan, [More aware to the society. In the past I thought homosexual is disgusting, weird, something’s not normal] Now it’s your life, it’s your voice, I always think positive. (Meti’s reflective journal entry, 15th October 2010).

Meti’s last two sentences suggest a significant change in her way of thinking (‘In the past, I thought….Now it’s your life’). Meti’s use of the phrase in the past and the word now to compare her past and current situation indicate an attempt to portray a process of self-reflection. She represents herself prior to the critical literacy intervention as oblivious to issues of homosexuality and after the critical literacy pedagogy as having expanded her knowledge, awareness and understanding. Meti also appears to be more accepting of difference through a more positive attitude towards homosexuals and respect for their decisions.

Similarly to Meti, other interview data highlights the viewpoint of another student who also claims to have broadened her horizons and learned to tolerate diversity in society. Mila explicitly mentions that discussing homosexuality has helped her to become more tolerant:
Episode 6.18
Mila’s attempt to understand and respect diversity

Sekarang kalau dihadapkan ke segala sesuatu, saya berusaha pakai banyak perspektif. Kaya waktu kita ngomongin soal apa tuh...demo, FIPO dan tentang orang-orang yang homo gitu...saya jadi berpikir ngga cuma yang jeleknyaaja. Setelah pelajaran itu saya jadi pikir kalau ada sesuatu yang di luar ‘kewajaran’ saya jadi maklum...hmm maksudnya bukan setuju atau gimana gitu, tapi ya jadi ngerti aja, jadi maklum keadaan dia gitu...(Interview with Mila, 4th December 2010).

Now when I face many things, I’m trying to use as many perspectives as I could. Like when we’re talking about...demonstration, the FIPO, and something about homosexual people...I start to think not only the bad side of it. After that lesson, I think if there’s something outside ‘normal’ I understand...hmm not like I agree or something, but well I just understand it, I understand their situation......(Interview with Mila, 4th December 2010).

From this statement, it seems Mila believes that considering multiple perspectives is necessary in order to understand and respect differences. She seems to realise that making negative judgments is not a desirable way to achieve these goals. Mila differentiates between “understanding” something and “agreeing” with something: ‘I understand but not like I agree’. She might disagree with homosexuality, but she claims that, as the discussion went on, she gained a new perspective and began to understand why people may have different sexual orientations. This opinion may indicate Mila’s deliberate and considered attempt to change her perspective.

Discussion of the lesson of homophobia

Section 6.3 provides an analysis of the data generated from the second lesson. The analysis here demonstrates students’ developing understanding and practical application of critical literacy as expressed in various dimensions. In this lesson students were able to relate the selected text drawn from The Jakarta Post newspaper to larger socio-political issues in Indonesia. This socio-political dimension of critical literacy was not evident in the first lesson focused on gender representations. The class discussions on homosexuality raised issues relevant to the multiethnic Indonesian society: tolerance, acceptance and respect. Although the topic of this lesson was initially met with resistance, its controversial nature generated fruitful discussions with and
between students such that students’ knowledge, awareness and understanding were expanded.

However, despite the critical literacy growth evidenced by some students, there was also a small number of students who showed resistance to discussion of this topic. When Andra and I approached them and asked the reasons for their reluctance, they related that the topic was uninteresting and too demanding, as they were required to engage with the texts critically. Resistant students were represented by Zahwa in an episode (6.19) below where she responds in mixed English and Indonesian:

**Episode 6.19**

Zahwa’s reflection that the lesson is uninteresting and difficult

>This lesson made me very boring. It’s so difficult because too much talk on texts, *terlalu ke wacana gitu lah. Jadi kita harus baca satu satu, kayanya susah dan bikin bosan* (it focuses too much on discourse, so we have to read one by one carefully, I think it’s difficult and boring).

From Zahwa’s point of view, reading the texts from more critical perspectives required her to read thoroughly in order to find hidden meanings; a task she seemed to find both tedious and difficult. Zahwa’s response supports the notion that engaging with critical literacy is difficult, especially in ESL/EFL settings (Reade, 1998; Alford, 2001; Jeong, 2012). Linguistic problems such as gaps in vocabulary and register, or the social norms of English have been considered a challenge for non-English speaking background students engaging in critical literacy (Reade, 1998). Although Zahwa did not specify her difficulties, she mentioned that reading with a critical perspective was not easy.

From the teachers’ standpoint, teaching critical literacy using a controversial topic such as the one evidenced in this lesson posed a great challenge. Resistance from the students was demonstrated explicitly. For example, in the middle of the discussion when a female student argued that becoming a homosexual is ‘their identity and thus it is their rights’, the audio recording revealed a boy raising his voice and saying in Indonesian something like
dangerous, dangerous, dangerous, so you support homosexuality’. The way he said the word “dangerous” three times suggests his strong dislike of homosexuality.

The lesson on homophobia fostered students’ ability to engage in critical discussion and make connections between the topic and the broader socio-political situation in Indonesia. Showing further development in their capacity to be critical, students’ responses to the topic in the final lesson demonstrate their increased familiarity with critical literacy pedagogy, which resulted in more comprehensive critical responses.

6.4 Natural Disasters (29th October – 5th November 2010)

The third critical literacy-focused lesson engaged with the topic of ‘natural disasters’. That a number of natural disasters occurred at the time of research, made this topic highly relevant and one that students may have had direct experience of, as three natural disasters had devastated Indonesia in October 2010 while the research was being conducted. Data in this section were generated from both actual classroom conversation and from reflective data captured in the interview and the students’ journals. An analysis of each of the dimensions in Lewison et al.’s model (2002) in this lesson is not conducted separately as in the first and second lessons. As students seemed to be more experienced in critical literacy pedagogy, their responses appeared to become more comprehensive embracing all the four dimensions of critical literacy.

Background to the lesson: Andra and I collaborated in the teaching of this lesson. Three major disasters occurred over the three weeks 4-27 October 2010. The first was a flash flood in Wasior, West Papua province (October 4), the second was a volcanic eruption in Central Java (October 26) and the third was a tsunami in Mentawai, on the Western coast of Sumatra (October 27). The geographical location of each of the disasters was different: the flash flood took place in the farthest east part of the Indonesian archipelago next to Papua
New Guinea, the eruption was in Java – the most populated island in Indonesia and the place of central government – while the tsunami was in the farthest west part of Indonesia (see picture below\(^{12}\)).

**Figure 6. 1: The Indonesian map**

![Indonesian map](http://geography.about.com/od/findmaps/jg/Country-Maps/Indonesia-Map.htm)

The main goal of teaching this topic was to develop students’ awareness that disasters, apart from being expression of God’s will, can also occur as a result of the mismanagement of our resources. Students were encouraged to examine possible connections between disasters and government accountability in preventing the disasters. This primary goal of this lesson is important as some parts of Indonesian society still believe that the calamities are purely God’s will. Following Freire (1970), this situation may share similarities with the position of an oppressed people who think that poverty is a fact, rather than the result of unjust structures and systems in society. A Freirean framework suggests that Indonesian people need to learn to question government responsibility for such calamities. Details of our plan in this unit lesson are

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outlined in Table 6.3 and include critical literacy goals, language objectives and class activities.
<table>
<thead>
<tr>
<th>Date</th>
<th>29th – 5th November 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Natural Disasters</td>
</tr>
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### Critical Literacy Goals

In general students are expected to discuss and reflect on the issue of injustice and government liability in managing natural disasters through critical engagement with texts related to three natural disasters reported in various media. The students are expected to:

- compare and contrast representations of three Indonesian natural disasters reported in printed and electronic media
- identify which disaster gained the most media attention and why
- examine the assertion that the disasters were mainly God’s will
- question government accountability in handling the disasters
- discuss reasons why most Indonesian people living in disaster zones are not well-prepared
- investigate the language used by authorities in explaining the disasters

### Language Objectives

- ask and answer higher-order thinking questions
- express opinions using appropriate expressions such as *I think/*In my opinion/*I agree/*I don’t agree/*I disagree/
- report a group consensus for example *We concluded that…*
- use specific vocabulary embedded in the text in a meaningful complex sentence, for example *mask, donation, victims, evacuation, hot gas, death toll, missing people, volcanic ash, eruption, earthquake, flash flood, warning system, crustal plates, spiritual gate-keeper*

### Activities

- Prior to the lesson, students were invited to watch the news on television read the news from newspapers and the Internet regarding the flash flood in West Papua, the volcano eruption in Central Java and the tsunami in Sumatra. Students compared and identified which disaster was more dominant in the news.
- Students identified ways to prevent the natural disasters, reasons why they happened and what to do to minimize the effects of disaster
- Students were invited to compare how other nations handled disasters through reading related news from the Internet
- In the class, through the following questions students relate how their findings connect with broader social political issues in Indonesia such as accessibility to disaster zones, social welfare, injustice and government accountability in handling the disasters:
  
  - Can we predict when the disasters happen?
  - Can we do something to prevent or minimize the effect of natural disasters?
  - Are we prepared for natural disasters?
  - Is there any information from the Indonesian government or clear signs or systems to make us better prepared?
  - Does the occurrence of natural disaster mean God is angry with us?
  - Who should be responsible for the natural disasters?
An overview of critical literacy dimensions in the lesson on natural disasters

Following three months of engagement with critical literacy instruction, students seemed to progress well in their critical literacy development. For instance, they showed sophisticated discussion skills in expressing their arguments and thus appeared to become more confident. Students’ responses in this lesson reflected a more critical way of thinking. They were also able to discuss the natural disasters issue in relation to all four dimensions of Lewison et al.’s (2002) model of critical literacy.

Unlike the analysis of previous lessons in which I categorised students’ responses separately in relation to each of the dimensions, in this lesson, analysis of all dimensions is conducted jointly in the following section. The analysis is reported this way because, as students became more adept at critical literacy pedagogical practices, sometimes their critical responses overlapped between the different dimensions of the framework. The discussion of this lesson first starts with a classroom conversation at the beginning of the lesson and then moves generally to focus on students’ individual responses.

Disrupting the commonplace, considering multiple perspectives, focusing on socio-political issue and taking actions

The following episode 6.20 was recorded at the beginning of the students’ small group discussions. Students were asked first to identify which of the three natural disasters dominated media attention and then go on to discuss possible reasons why other disasters were not given equal broadcast coverage. To ensure that students had access to many media resources, both Andra and I invited them not only to read the newspaper or watch the news on television but also to access news reporting of the three natural disasters from the Internet (see Lesson Plan Table 6.3).

From the analysis of the recorded class conversations, it appeared that students knew very little of the other disasters that happened almost at the same time in the remote island of West Papua (the flash flood) and on the Western coast of
Sumatra (the tsunami). Students were only familiar with the volcanic eruption in the city of Jogjakarta, Central Java, which is close to the capital city of Jakarta. Therefore they identified the volcanic eruption as the one that gained the most attention from the media.

The analysis of Episode 6.20 indicates that the conversation below is an intense and meaningful discussion in which students’ responses reflect the use of high level critical literacy thinking skills. Episode 6.20 captures a discussion in which students successfully identify marginalised voices (Harste, 2003) that gained less attention from media. Students are able to relate the natural disasters to socio-political factors such as the robustness of transportation infrastructure and services and political interest. In pinpointing these relationships between the impacts of natural disasters and socio-political factors, the students evidence growth in their critical literacy capacities.

This episode was originally in mixed English and Indonesian. Unlike other conversational data in this thesis, the following conversational extract has been translated into English for the purpose of clarity in capturing students’ arguments.

Episode 6.20
Students’ first attempt to identify injustice in the disasters. 29th October 2010.

1. Me: What kinds of natural disasters have you been watching lately?
2. Sadewa: Merapi, Miss... and tsunami
3. Me: Good, excellent. Is there anything else that you watched or heard? Any other disasters?
4. Gelar: Yes, there is the one in Papua, what do you call it in English, “the flood”?
5. Andra: That’s called the “flash flood”. That’s the English word for that
6. SSS: flash flood
8. Andra: Could be anything at all
9. [A few students raised their hands]
10. Me: Ok, good. Some of you heard about the flood in Papua. What do you know about it?
11. Lintang: hmmm, I don’t know Miss. No more news about it, maybe it’s finished...
12. Me: Ok, so we never heard about it anymore. Why is that?
13. Kirana: Because it’s far
14. Me: You mean far from where?
15. Kirana: far from us

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13 The name of the volcanic mountain
16. Me: Good point, Kirana. Now can you please clarify, do you mean far from us, from here in Java?
17. SS: Yes...
18. Me: Ok then, why do disasters that are far from us in Java, we never hear a lot about it? While the one in Jogjakarta, there’s heaps about it?
19. Ni Luh: Because the transportation is difficult there, lots of mountains…if it’s near Jakarta it’s easier...
20. Me: Why is it easier if it’s near Jakarta?
21. Satria: Because it’s the centre of government, so the transportation should be good
22. Me: Right, so why is it difficult in Papua?
23. Satria: Maybe because the government doesn’t pay any attention, cos it’s far...so why would the government do that, maybe..
24. Me: Excellent!

Two important issues emerge from this conversation. The first issue relates to the students’ ability to link the natural disasters discussed in the class with the broader socio-political situation in Indonesia, such as the unequal level of regional development and social welfare between Java, the island of central government, and isolated territories such as West Papua and the Western coast of Sumatra. The second issue concerns the intricate relationships between status and solidarity (Gee, 2001) with respect to the victim of one of the disasters, as represented by one student’s point of view.

Although the initial response from Sadewa (line 2) indicates that he knows about the tsunami, and Gelar (line 2) continues by mentioning the flash flood in West Papua, only a small number of other students appear to know about the disasters (line 9). To verify this impression I ask them to specify what they had learnt. Lintang (line 11) says that she was unfamiliar with the disasters and her response shows that her unfamiliarity with the disasters, especially the one in West Papua, is due to their lack of publication in the news.

Lintang’s response prompts Andra and me to further investigate other reasons why students are unfamiliar with the flash flood in West Papua or the tsunami in Sumatra. The students mention at least four possible reasons related to the socio-political situation in Indonesia that may shed light on this issue. The first finds home in Kirana’s opinion (line 13) in which she explicitly states that the scarcity of news about natural disasters in West Papua and Sumatra is due to their geographical distance from where “we” currently live (note that she uses the plural form of “we” in line 15).
Kirana’s statement in line 15 shows the power of language to contrast identity and solidarity (Gee, 2001). When she says ‘it’s far from us’ (line 15), she uses exclusive language (“us” versus “them”) to distance herself from people in West Papua. “Us” refers to the inhabitants of Java and “they” to the “other”: the victims of the flash flood.

Students’ responses in line 19 (Ni Luh), 21 and 23 (Satria) suggest how students connect the disasters to the unequal development of infrastructure, such as transportation, between the central island of Java and West Papua (see Figure 6.1). Ni Luh (line 19) mentions that difficult access in terms of geographical location (note she asserts ‘lots of mountains’ which may indicate isolation in the Indonesian geographical context) and transportation, may have made the island isolated from the media. At the end of line 19, she imagines a different response if the disaster were located near the capital city of Jakarta and news media sources had greater access and a more extensive audience reach.

Satria (line 21) further extends Ni Luh’s opinion. Satria believes that the central government in Jakarta focuses only on its neighbouring areas. Thus West Papua with its mountainous location is neglected because it is too distant from the central government. In line 23, Satria demonstrates his ability to reason hypothetically and treat truth as negotiable. Satria also uses tentative language like *maybe* when he makes predictions about something he is unsure of. The use of tentative language also suggests caution in making political statements about the government. Thus when Satria says the government might not pay enough attention to the flood victims in Papua he tries not to sound too certain about this.

The discussion continues with Andra asking the students to identify contributing factors behind the natural disasters. As stated in the introduction to the lesson, some people in Indonesia still believe that disasters are solely God’s will and lack of human resources is not considered as a contributing factor. This popular and misleading assumption in relation to God’s will is disrupted
by Ni Luh, who makes the challenging point that as a nation, Indonesia lacks knowledge and technologies for predicting natural environmental events and for managing their often catastrophic consequences.

**Episode 6.21**

**Ni Luh’s new perspective regarding the disasters**

Kayanya setiap tahun kita pasti kena tsunami. Memang tsunami dan gunung berapi bisa terjadi kapan aja, itu kan urusan Tuhan, tapi mengapa alat bantu dan pengetahuan kita masih terbatas? (Ni Luh’s response in the classroom discussion. 29th October 2010).

It seems like every year a tsunami hits us. It is true that tsunamis and volcano eruptions can happen anytime, that it is God who arranges, but why is our technology and knowledge still limited? (Ni Luh’s response in the classroom discussion. 29th October 2010).

Ni Luh’s statement marks a significant turning point in the discussion in that it opposes the generally held view that disasters are entirely “natural”. She argues that, apart from God’s will, human knowledge and technology are important factors to consider in relation to causes, impacts and management of natural disasters. She seems to find a balance between a religious perspective and human knowledge: note that she asserts “it is God who arranges but...our technology and knowledge still limited”.

Andra and I then attempted to expand the students’ horizons of understanding through the use of a hypothetical scenario by inviting them to imagine they were experiencing the direct impact of an earthquake. This scenario was premised on the fact that the school is located about 29 kilometres from an active volcano, Tangkuban Perahu\(^\text{14}\). When we asked students what they would do if an earthquake hit our school, the majority of students were not confident. Doubtful responses such as: ‘maybe run?’ or ‘...maybe quickly hide behind the table?’ were heard in the classroom. One student said ‘I heard we should stay away from windows, I don’t know...’, while other students looked distressed as they realized that they were unsure of what to do in such an eventuality.

\(^{14}\) The mountain erupted recently on 21st February 2013 without any fatalities.
To follow up, we asked the students to work in small groups to assess how prepared they would be to deal with an earthquake or tsunami in their local area. In one group, Wahyu expressed his concern about the possibility that not enough information is made available to the local population. He then made a comparison between the levels of natural disaster preparation of students in other countries such as Japan and Indonesia:

Episode 6.22
Wahyu’s opinions regarding level of preparation to disasters

I watched on TV about tsunami in Japan, the children know what they should do because the information is clear, they have enough practice too. I heard we are in West Java area can also be affected by tsunami, but then the news just gone. If it happens here at our school, maybe I’ll be dead because I don’t know what to do. (Wahyu’s response in the classroom discussion. 29th October 2010).

Similar to Ni Luh in Episode 6.21, Wahyu agrees that there is a strong causative and preventive link between disasters, knowledge and technology. From the news that he watched, Wahyu is alarmed by the fact that West Java province may be one of the regions that could be impacted by a tsunami. Reflecting on what he claims is his limited knowledge about natural disaster survival strategies, Wahyu imagines a worst case scenario. From his statement, he compares Indonesia’s resource base to manage such events with school children in Japan who are well-prepared because both information and practical knowledge are appropriately provided. Episodes 6.21 and 6.22 show students’ responses to discussion questions focused on the implications of not being adequately prepared to respond quickly and effectively to the impact of natural disasters.

Andra and I continued prompting students to think about who should be responsible for providing people with information and technology to detect and respond to natural disasters. Most of the students agreed that the government should take measures to prevent disasters, especially the ones discussed in the lesson. Students engaged in heated debate about the government’s responsibility for providing people with detection systems and information to manage the impacts of natural disasters. Students believed that advanced natural disaster detection systems should be made available to help local
communities and families make decisions about what to do in the event of a natural disaster so that the death and injury toll could be minimised. The discussion here reflected the students’ recollection of the devastating Boxing Day tsunami that hit Aceh province in 2004.

Furthermore, some students expressed their concern about government accountability and the issue of corruption. In Indonesian language, Kinan critically claimed that the government could have allocated more funds to better manage the outcomes of the disasters. She also raised the issue of corruption that she claimed prevented the Indonesian government from optimising their efficient, effective and targeted use of the budget:

Episode 6.23
Kinan’s attempt to link corruption and disasters

*Kita kan sering denger berita tentang korupsi di tivi rame banget, kayanya kalau pemerintahnya ngga korupsi mungkin kita bisa punya uang buat itu lah...kaya nambah informasi ke masyarakat...supaya masyarakat tahu kalau ada bencana harus ngapain...*
(Kinan’s response in the classroom discussion. 29th October 2010).

We often heard news about corruption on television, maybe if the government is not corrupt, perhaps we can have money for you know….like giving information to people…so people know what to do when disasters hit…(Kinan’s response in the classroom discussion. 29th October 2010).

Kinan’s opinion is in line with heated and highly controversial current debates on government corruption in Indonesia. She expresses a concern that people would have been more aware about the disasters if corruption had been eradicated and detection technology or information provided for people near the affected areas. Most other students agree. They believe the government should be more serious in handling disasters by allocating funds and not letting them occur each year without sufficient preparation. They believe that if corruption were eradicated, the funds to prevent or manage the impacts of natural disasters would be made available.

Analysis of episodes 6.20 – 6.23 shows student responses that fit with the first, second and third dimensions of Lewison et al.’s (2002) model of critical literacy. Some students show an ability to disrupt the everyday belief that
disasters are only a result of God’s will. This ability requires them to include multiple points of view in the discussion and to link the disasters to the larger Indonesian socio-political system. For example, although students like Ni Luh and Wahyu acknowledge a religious perspective on the disasters, they question the limited use of knowledge and technology to manage impacts of natural disasters. Further, Kinan raises the issue of corruption which may seriously constrain the amount of government funding and how this funding is allocated.

Students also examined the issue of language and power. This was evident when Andra and I asked them if they could explain why disasters happen. I explained that Indonesia is one of the countries with the highest number of volcanos in the world. Unfortunately, those who live in the often isolated disaster zone areas near a volcano may not know how or why eruptions occur or when the volcano is likely to erupt. Students seemed surprised to hear this explanation, admitting that they did not understand how and why volcanos may erupt. Baskara takes up this theme by questioning the language used by government authorities in explaining tsunamis. He reports his difficulty in trying to understand why tsunamis occur:

Episode 6.24
Baskara questions the inaccessible language used by authority

Saya ngga ngerti kalau ada orang yang ngomong di televisi soal apa tuh ‘lemppengan’ nabrak atau apalah saya tetep ngga tau gimana bisa terjadi (Baskara’s response in the classroom discussion. 29th October 2010).

I don’t understand when they say on television something like ‘crustal plate’ hit something or whatever…I still don’t know why it happened (Baskara’s response in the classroom discussion. 29th October 2010).

From Baskara’s point of view, the language used by geologists as they explain why the tsunami happened is not easy for him to understand. Specific registers such as tectonic plates or crustal plates often used to describe the tsunami are a mystery for many ordinary people. The power of geologists is exercised in the language they use which shows authority and hierarchy, as in the doctor-patient relationship (Fairclough, 2010; Gee, 1996). Baskara, however, in Episode 6.24 is able to challenge this use of power and to question the naturalisation of this expert language register through his insistence that he still does not know how
the tsunami happened. It seems that here Baskara is drawing attention to the fact that there might be some other more accessible ways to explain tsunamis to those without specialist geological knowledge.

Finally, the last dimension of ‘taking social action’ was exemplified by students who rejected the initiative of the Student Body in their school to raise money from the students for distribution to the volcano eruption victims in Central Java. Students in the class argued that the victims of the flash flood and tsunami also needed consideration. They said it was unfair to only distribute all funds raised by the school to victims in Central Java and ignore other victims of natural disasters in remote islands.

The students’ argument is illustrated in the classroom excerpt below at the point in the lesson when a representative of the Student Body came to the class to collect funds for the victims of the volcano eruption. This extract has been translated to English for clarity in representing students’ arguments.

Episode 6.25
A conversation between the class and a member of the Students’ Body (SB) when they circulated a donation box for the victims of the volcanic eruption. 5th November 2010.

Students’ body member (SBM): Assalamualaikum every one, we’re from the Students’ Body and would like to circulate the donation box to help our brothers and sisters who have become the victims of the Merapi volcano in Jogjakarta…
SS: What? How come it’s only for Merapi victims? What about victims of the tsunami or flood in Papua?
SB: Hmm, don’t know. That’s what the kids say.
SS: So weird, and then this charity, where will it go? To whose account will the money go?
SB: Yeah we’ll collect it first from the whole school, then we’ll give it to…I think we’ll join the division from PR group newspaper

In this conversation, students in the class challenge the Student Body to think about the victims in Sumatra and West Papua, not only those in Central Java. Students also demand clarification about how the money will be distributed. Episode 6.25 shows a spontaneous act which resulted from students’ intense engagement with the social issues around the lesson theme of natural disasters. The students’ critical literacy engagement with texts reporting the three natural disasters seemed to influence them both intellectually and emotionally.
6.5 Conclusion

In this chapter, students successfully demonstrate their ability to make responses that reflect some of the four dimensions of the critical literacy framework (Lewison et al., 2002). In the first lesson when students analyse a popular advertisement, they start to investigate the beauty image and problematise unequal gender representations. In the second lesson when the discussion focuses on homophobia, students identify multiple perspectives and relate homophobia to larger political and social issues such as job opportunity and equality in Indonesian society. While engaging with the topic of natural disasters in the third lesson, students question a popular assumption in Indonesia that the disasters are merely God’s will, question welfare distribution between developed and less-developed islands in Indonesia and examine the inaccessibility of language used by experts in explaining tsunamis. Analysis from these three lessons indicates that critical literacy pedagogy helps students not only to become more critical but also more respectful and tolerant towards diversity.

This success, however, is counterbalanced by the challenges both teachers and students encountered. The first challenge happened in the first lesson where the journey to help students to question common beliefs about “beauty” and about gender representations was long, difficult and often took both the students and the teachers out of their comfort zone (Beck, 2005). Discussion around the ‘white’ beauty image seemed to make some of the girls in the class uncomfortable. In the second lesson when we discussed the controversial topic of homophobia some students showed resistance which also created tension in the class.

Another challenge emerging from this chapter was students’ low English proficiency. Many students were highly critical in their native language but found it difficult to express themselves in English. When a student mixed English and Indonesian language, it seemed that the Indonesian language gave
them more freedom and fluency to express their opinions. English in the three lessons discussed was typically used to accomplish less complex tasks, such as to describe people’s physical appearance in Episode 6.1 and 6.2. When students switched languages they often turned to Indonesian to highlight their strong opinions, as in Episode 6.6 or 6.15.

Although students’ English proficiency may be limited, their responses reflect important attributes of critically literate individuals. The study thus further contributes to a rejection of the notion that critical literacy instruction can only be implemented for those with advanced English proficiency (Eastman, 1998).

This chapter also relates to cultural boundaries which are often mentioned as one of the factors that prevent a critical approach from flourishing in East and South East Asian cultures (Kim, 2012; Kuo, 2006). In Indonesian culture, obedience to those who are superior in terms of age, social rank and status has a high value. Although nowadays the 1998 Reform movement has gradually changed this historical and cultural perspective, it inevitably persists in our society. Among the Javanese, as the main ethnic group in Indonesia, *Nrimo* culture is still widely practiced, which means accepting one’s destiny as God’s will.

However cultural values such as being obedient to texts, teachers or authority do not seem to be a major factor in this study. In most of Indonesian schools, students are often told what to do and they are required to act accordingly as part of being obedient to older people, a cultural value which is still widely held in Indonesian society (see Section 2.4 on Critical literacy in EFL settings and South East Asian countries). However within this context, students in this study did not seem to exhibit over deference to texts or teachers. One reason may be that the school in this study is located in a major city close to the Indonesian capital. Therefore traditional values such as unquestioning obedience may have been erased by a more progressive urban culture. Results of this study may have been different if it were conducted in rural schools. Thus, similar to a study of critical literacy in Korea (Shin & Crookes, 2005),
this research also questions the stereotyping of Asian students as passive and uncritical learners.

Time is one of the most important aspects of any pedagogy that seeks to assist both students and teachers to embrace critical perspectives in English learning. The final lesson on natural disasters demonstrates how a period of lengthy exposure and practice had given students a level of confidence and preparedness in classroom routines and critical discussions. After three months of experience of critical literacy learning and of analysing social issues from different perspectives students are more fluent in expressing their critical thoughts.

This study also shows that the four dimensions model offers a practical pedagogical approach as well as an assessment tool for measuring students’ critical growth. The first and second dimensions of disrupting the commonplace and considering multiple perspectives were found in all three lessons. Through the course of the study students learned how to investigate everyday texts using different perspectives. They also widened their perspectives, which enabled them to begin to identify injustice in society and recognise marginalised voices. However some students seemed unsure about the third aspect which examines the social and political dimension of texts. In the first lesson when we investigated gender representations, this link was not evident and students admitted that it was difficult to relate the topic to a broader social dimension. It was only in the second and third lesson that students were able to make this connection well.

‘Taking social action’, the last dimension of critical literacy in this study, was found mostly in the way students read the texts. Reflective data such as that formed from interviews and journal entries indicate that this critical dimension emerged when students engaged in contemplative thinking. This suggests that critical literacy may have helped students to become more reflective and conscientious in their action and thought. However social action was also evident as a spontaneous reaction when we discussed natural disasters in the
last lesson. Learners who believed that it was unfair to distribute money only to victims of the volcanic eruption protested the school policy and insisted that victims of the flash flood in the remote island of West Papua, which gained less attention from the media, also deserved their donations.
7.1 Introduction

Chapter 7 provides a detailed analysis of how critical literacy helped to improve students’ engagement with English learning and EFL development. This chapter is relevant to the fourth subordinate research question “What effects does critical literacy have on students’ motivation to learn English and development of their English written language?”.

Because this chapter centres on how critical literacy instruction may have assisted students to develop their motivation and interest in English learning, and at the same time, improve their English written language, the discussion is divided into two sections. The first section contains an analysis of how critical literacy increases students’ motivation in English learning and in the second section, the analysis is responsive to question related to how students’ English language, especially their writing, develops during critical literacy instruction.

Analysis in the first section begins with a student case study. A more general analysis follows. The case study describes a disengaged student’s significant shift to become a highly motivated English learner. The data on which this section is based are drawn from classroom observations, interviews and students’ reflective journals. Analysis of this data supports the argument that critical literacy pedagogy may have boosted students’ motivation and interest in English learning.

In the second section the main focus is on students’ English language development. Analysis here is based on two English tests: the regular class test and a written response test conducted during the implementation of the critical literacy unit. For the critical literacy assessment students were invited to respond to a popular movie, Eclipse from a critical literacy perspective. The students’ responses are analysed using the EAL Developmental Continuum from the Victorian Department of Education and Early Childhood Development (DEECD, 2009).
7.2 Motivation in ESL/EFL contexts

There is little literature on the potential of critical literacy teaching to improve students’ motivation in EFL learning. As such, this study aims to provide additional insight into the potential of critical literacy pedagogy to assist students to improve their motivation in English learning. Motivation is seen as the main force that initiates learning and also as the genesis of the foreign language learning process (Guilloteaux & Dörnyei, 2011). According to Guilloteaux and Dörnyei (2011), motivational strategies come from both teachers and students. From the teacher’s perspective, four important features are required to create a positive classroom atmosphere that can enhance students’ motivation as identified by Deci and Ryan (2002). The four characteristics of a ‘motivating’ classroom atmosphere are: building enjoyable and supportive classroom atmospheres, establishing a positive attitude to language learning, generating manageable and pleasurable tasks and giving positive feedback to students. From the students’ viewpoint, motivational strategies are commonly related to intrinsic and extrinsic motivation (Deci & Ryan, 2002).

The definition of motivation in EFL settings employed in this study is taken from Crookes & Schmidt (1991) who argue that motivation is:

Interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment (Crookes & Schmidt 1991, p. 498 – 502).

However the definition above only represents one facet of a broader and more complex psychological view of motivation in ESL/EFL settings (Dörnyei, 2005). Crookes and Schmidt’s definition (1991) is chosen as the study’s operational definition because it includes key concepts which can be observed in the classroom, such as interest, enthusiasm, persistence, attention and enjoyment. Accordingly, classroom observations in this study illuminate how Crookes & Schmidt’s (1991) motivation-related features are created and maintained through students’ engagement with critical literacy pedagogy.
7.3 The importance of recognising and respecting student’s funds of knowledge in learning: A case of a disengaged student

What is it in critical literacy teaching that moves a ‘lazy’ student to become motivated in English learning? Discussion in this section centres on how one particular learner, who had been labelled as disengaged by some of her teachers, begins to display enthusiasm and motivation to learn English. The case study is used to highlight possible ways that critical literacy education may motivate learners more generally to become actively engaged in the English classroom. Some of the ways explored in this discussion are: the use of dialogue (Shor & Freire, 1987), acknowledging and respecting students’ funds of knowledge (Moll et al., 1992), and providing access (Janks, 2000) to dominant forms of English.

The case study in this section discusses how the three strategies mentioned above were deliberately implemented to help a female student, Dyandra, to engage more actively in English class. Dyandra had been labelled as disengaged by some of her teachers due to the low grades she had received in regular school exams, her apparent lack of participation in the class, and the observation that she often seemed to be distracted by ‘off-task’ activities such as drawing comics.

Within the school community, Dyandra had the reputation of a comic writer through the regular publication of her comics in the school magazine. On the assumption that drawing comics does not constitute a form of intellectual engagement, some of her teachers regarded these as an impediment to her learning. As such, Dyandra was required to pay more attention to classroom subjects, complete classroom tasks and homework, participate more actively in class and work more intensively to improve her grades. These goal-directed academic tasks, according to some of her teachers, might have been achieved if Dyandra had not been absorbed in drawing her comics during regular lesson time. Therefore, when Dyandra did not complete compulsory tasks, pay
attention in class, or show improvement in her exam grades, as measures of ‘normal’ academic criteria (Gee, 1999), she was categorized as a disengaged learner.

When I first met Dyandra, and in several later meetings, she seemed quiet and minimally involved in our discussions. She only interacted with her friends in a small group during classroom activity. Despite the fact that she appeared disengaged from her lessons, I conjectured that she may have had her intellectual capital silenced by the mainstream academic culture (McLaren, 2007).

My assumption is supported by literature focused on disengaged students, or students ‘at risk’, and the use of students’ funds of knowledge (Moll et al., 1992) in literacy learning. Moll et al. (1992) believes that all students come to school with rich resources of knowledge that are often undervalued within mainstream school contexts. Studies by Kamler and Comber and (2005) and Kerkham and Hutchison (2004), focused on identifying interests and recognising funds of knowledge (Moll et al., 1992) to provide supports for at-risk students inspired me to examine Dyandra’s school performance.

With this literature in mind, instead of judging or assuming Dyandra to be a disengaged student, as some of her teachers did, Andra and I decided to better understand why she seemed uninterested in her English lessons and to identify possible difficulties she may have encountered. To do this, we adopted the following strategies identified in the student-at-risk literature that were relevant to critical literacy pedagogy: the use of dialogue, acknowledging students’ funds of knowledge, and respecting non-dominant forms of English in classroom discussions.

**Dialogue**

We started our dialogue in an informal conversation outside the classroom after we invited Dyandra to join us for a chat and she agreed. Andra told me that she had been called to the teachers’ office to resolve discipline issues related to her drawing comics in the class. Finding an appropriate and non-threatening place
to have this dialogue was important so we invited her to the school canteen during lunch break. Andra began by telling Dyandra that our chat was not going to be about the complaints she was already familiar with in relation to her school performance; instead, he indicated that we were interested in her comics and would like to know more about them, and perhaps see more of these works. In our dialogue we were conscious of the need to adopt the pedagogical virtues of careful critical and respectful listening (Shor & Freire, 1987). We attempted to understand Dyandra’s everyday world experiences and recover a voice we assumed had been silenced by the mainstream school Discourse. This meant Andra and I needed to actively listen to what Dyandra had to say about her experiences in response to our open-ended dialogic questioning.

In the early stages of our dialogue, I asked Dyandra about her favourite cartoon style and in response she said she really enjoyed Japanese manga, a highly popular cartoon genre in Indonesia. Dyandra explained why she liked manga and elaborated some characteristics such as the figures’ typically large eyes. From our early dialogue, it seems to me that Dyandra held considerable ‘funds of knowledge’ about Japanese manga. She said that she enjoyed drawing humorous cartoons related to teenagers’ lives and sometimes drew cartoons about school subjects such as Physics or English. The reasons why she liked drawing cartoons are captured in the interview transcript excerpt below.

Episode 7.1
Conversation transcript from the initial dialogue with Dyandra.

*Karena buat saya komik itu bisa bikin kita berimajinasi dan berfantasi dari diri sendiri, ngga terbatas dari yang diomongin orang gitu atau dari guru. Apalagi komik itu bisa bikin belajar banyak hal. Misalnya kalau kita cerita tentang satu hal, kita langsung pelajari tema itu secara mendalam. Maksudnya sebelum saya nulis tentang satu hal, saya harus tahu topik itu dulu.*

As for me, comics make me have my own imagination and fantasy, which is not limited to what people say or teachers say. Moreover comics make me learn so many things. For example when we talk about a particular thing, we immediately have to learn about that topic more comprehensively. I mean before I write something, I have to know that topic well.

For Dyandra, drawing comics provided rich opportunities to exercise her imagination and express her creativity. Seen in this context, Dyandra’s
Chapter Seven

drawings call into question other teachers’ assertions that these are lacking in intellectual ‘substance’. Our preliminary dialogue revealed a significant voice which had been overlooked in the past. Discussion with Dyandra indicated that drawing comics is an intelligent and creative activity, one which requires her to research thoroughly before starting on a new cartoon. Her active engagement with comics is in fact a rich, meaningful and intellectual activity which should not be viewed as a distraction from learning. Creativity, as in imagination and fantasy, two key words that Dyandra used to describe the pleasure she found in drawing comics, is important in education, but unfortunately all too often restricted in classrooms (Cummins, 2003). Educators often seek to control students’ imagination, intellect and identity, especially in low-income schools (Cummins, 2003). In an Indonesian educational context, creativity is often considered a neglected area in the school curriculum (Alwasilah, 2001; Danandjaya, 2013).

Dyandra, Andra and I also discussed her views on English classes. Although she related that she enjoyed these, Dyandra experienced low self-confidence when it came to demonstrating her ability in English, especially when compared to the abilities of other students in the class. This point is apparent in the following dialogue transcript excerpt.

Episode 7.2
Conversation transcript of Dyandra’s low self-confidence on English language

sebetulnya saya suka bahasa Inggris dan pengen ikut diskusi gitu lah, tapi susah banget, kalau saya lihat yang lain mereka kayanya ngomong-ngomong Inggris terus, jadi saya ngerasa tertinggal banget

actually I like English and want to be involved in discussions, something like that, but it is very difficult, when I see other kids they just keep talking in English and I feel like I’m left behind.

Dyandra’s responses to our questions revealed an aspect of learning which might have been missed by other teachers in their less optimistic labelling of Dyandra’s educational performance. Contrary to wide-spread belief, in our dialogues Dyandra expressed her interest. However she felt excluded from full participation because of her lack of English skills.
Funds of knowledge

The learning support strategy we adopted to assist Dyandra to participate and develop her confidence in English language learning was to acknowledge her funds of knowledge. On the day after our first dialogue, Dyandra demonstrated her interest in learning English by presenting us with a humorous comic strip she had created in one of our English classes. Dyandra’s comic strip depicted four male characters each described in written English: one called Taro and the three unnamed others referred to as A, B and C (see Figure 7.1 below). From Dyandra’s drawing and descriptive text, we understood that A and B felt pity towards Taro. Taro assumed that A and B felt this way either because his cat is dead in the microwave or because he is the handsome guy who loses his pants. A and B clarify that they feel pity for Taro because they are the handsome guys while Taro is not. Then character C appears and is puzzled by the conversation between A, B and Taro. Finally, Taro is angry and says a slang word in English, brat.

From our viewpoint, the comic strip signifies that Dyandra’s English may be of a higher standard than that she is being given credit for. This is confirmed by reading her comic text which was written fully in English. Her English language ability was also confirmed by the standard of her written response during the critical literacy assessment examined below. This observation of Dyandra’s performance suggests that she has achieved a medium level of English language ability characterised by her knowledge of complex sentence structures and other important features of written language.

In the comic strip, Dyandra demonstrates excellent English writing knowledge and skills. Her English is almost perfect with only a few minor spelling errors, occasional misuse of the present tense and agreement between noun and adjective. However these mistakes do not seem to impede the intended meaning of her written text. At the end of the third comic panel, she includes a slang word brat that indicates Dyandra has a particular knowledge of language variation which is not easy to obtain, especially in the situation of formal English language teaching typical in Indonesian classrooms. Dyandra struggled
to produce her text in English, which is odd because in Indonesia *manga* are available in Indonesian language and Japanese, but one is unlikely to find them written in English. What this shows is that Dyandra has used her knowledge and confidence in the *manga* form as a familiar context in which to make the English language more meaningful.

The following is a transcript of the three panels that includes the grammar and spelling errors.

**Episode 7.3**  
**Transcript of Dyandra’s comic strip**

First  
A & B: Taro! We’re really poor for you.  
Taro: Why? Because my cat death in microwave? Or because I’m the handsome guy who lost my pants?

Second  
A & B: Why you tell something stupid and embarising about your pant!?  
Taro: So why? Tell me

Third  
A and B: We’re really poor for you Taro…because we think we handsome and you ugly  
C: What are they talking about?  
Taro: YOU BRAT!
Figure 7.1: Dyandra’s comic strip
In these comic strips, Dyandra symbolizes the complex problem of her experiences of and positioning in the class. She seems to have a clear idea of how she is constructed by and perceived in social and cultural relationships. Dyandra’s choice of one main figure (Taro) pitted against three others expresses how she sees her identity in class: alone, pitied, and withdrawn from the world. That Taro’s face is mostly covered by his fringe suggests that he is not confident with himself, and perhaps not prepared to face the world. This depiction may represent Dyandra’s perceived position in the class as a student with low self-confidence — because her English is not as good as other students — and isolated from the class because of the ‘disengaged’ label that has been assigned to her. Taro’s lack of self-esteem also emerges in the third panel of the comic when he finds out that other figures pity him because he is unattractive. For teenagers of Dyandra’s age, physical appearance and body image are especially sensitive issues. When the other figures tell Taro the truth, he becomes annoyed and produces an insulting colloquialism (*brat*).

Dyandra’s effort to draw three panels of a comic strip indicates an interest in English learning. She is indeed a creative person who demonstrates good skill in English. Unfortunately the mainstream classroom culture may not always allow students like Dyandra to grow personally and academically. Students whose test results are lower than average or who display a lack of interest in school subjects are likely to be regarded as unintelligent or disengaged.

After Dyandra showed her work to us, we wanted to further facilitate her participation in the class by making some changes in our teaching that could:

- respect her passion for cartoons and encourage her to write more in English
- involve her actively in discussions by directing questions to her, for example “what do you think, Dyandra?”
- include more Indonesian language as needed
- assign her to work with students who are more proficient in English
Having respect for Dyandra’s passion for cartoons was an important step we deliberately took to demonstrate that we valued diversity in literacy learning (Janks, 2000). We respected her desire to make cartoons by encouraging the steps she had already made towards publishing them for a wider local audience. Although the school magazine had regularly published her comics, a wider audience might help build her confidence. Before I returned to Australia she was in the process of sending some of her work to major publishers in the city and had yet to receive any responses. Meanwhile, she had successfully sold one of her comics in the independent comics market in our city.

Respecting Dyandra’s way of learning

Our strategy to include Dyandra in a group of students whose English is more proficient is related to scaffolding which allows students to learn better in the company of more knowledgeable peers (see Bruner, 1983; Vygotsky, 1978). The scaffolding her friends in the small group provided was in the form of assistance to improve her spoken English language with respect to sentence-formation, grammar, meaning, and pronunciation. For example one day during the classroom discussion on homophobia, Dyandra pronounced the word *event* as /ɪvən/ instead of a widely accepted form /ɪvənt/. Some members in her group who were aware of this mistake corrected her pronunciation by modelling it to her.

Throughout the study, Dyandra showed signs of becoming increasingly engaged in our class. She involved herself in discussions and became more confident in her participation, as is evident in the following classroom conversation. In Episode 7.4 below Dyandra gradually shows initiative to engage after I, as the teacher, had made a deliberate effort to include her in the discussion. This episode is taken from one of the classroom discussions preceding the topic of homophobia. As part of our preliminary class discussion, I introduced the notion of the problem of hatred towards those who are different and the need instead for respect. Episode 7.4 represents this preliminary discussion.
Episode 7.4
Transcript of Dyandra’s gradual engagement in the discussion

1Gin Gin (GG): If you look at these pictures, perhaps you can tell us what happened. Anyone?
2SSS: ((busy looking at pictures)).
3GG: Ayo ada yang tau ngga, ada kejadian apa ini? [[Does anyone know what is happening?]]
4Helmi: Itu bu ada bentrokan [[there was a clash]]
5GG: Good, Helmi. So there was a clash ((emphasizes the word clash)). Why does it happen?
6Maria: Salah paham [[mislunderstanding]]
7GG: Bagus, Maria [[Good, Maria]]. So there has been a misunderstanding between these groups of Ambon and Flores15 people ((emphasizes the word misunderstanding)). What else?
8Rani: Sama-sama egois, bu [[Both of them are selfish]]
9GG: Excellent, Rani. What do you think, Dyandra? ((pointed at Dyandra)) Menurut kamu gimana? [[What is your opinion?]]
10Dyandra: Hmm…ya mereka beda pandang dan ngga mau mendengar satu sama lain [[Hmmm…well because they have different perspectives about something and don’t want to listen to one another]].
11GG: Very good, Dyandra. So you think that the ethnic clash that just happened in Jakarta because there was misunderstanding, because they are selfish and what does selfish mean in Indonesian?
12GG: Egois
13GG: Very good. And because they don’t want to….
14Kinan: listen
15GG: Yes!. Now what else? Apa lagi kira-kira yang bisa menyebabkan orang bentrok seperti ini? [[What else do you think may cause people to end up in the clash like this?]]
16Dyandra: Because…they…maksudnya mereka kaya kurang pendidikan gitu [[because…they…I mean they seem like they are not well-educated people]]
17GG: That’s a good point…

In episode 7.4 Dyandra progressively demonstrates an increased motivation to engage in the discussion. In line 9, I ask a question of Dyandra to which she responds fully in Indonesian language (line 10). After this move, she manages to answer a vocabulary question correctly (line 12). Finally she answers a question (line 16). Her efforts to participate are evident: she moves gradually from the teacher-directed questions to taking her own initiative to engage further. In this conversation, I also expand the students’ access to the English language by repeating my English sentence in Indonesian and emphasizing difficult words (line 3). I also give access to English by paraphrasing Dyandra’s Indonesian statement (line 11).

Episode 7.4 serves as evidence of Dyandra’s increased engagement with English. As a learner she displays an enthusiasm, engagement and self-

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15 Names of ethnic groups in Indonesia
confidence that were silenced before. She is more highly motivated to learn English and finds greater enjoyment in the lesson, as she says in the following transcript.

**Episode 7.5**

**Conversation transcript of Dyandra’s increased motivation in English learning**

Sekarang saya lebih terpacu buat belajar bahasa Inggris daripada sebelumnya, kalau dulu saya ngerasa kemampuan saya biasa-biasa aja, sekarang kalau disuruh ngomong pake bahasa Inggris…ya lumayan lah, walaupun terbata-bata tapi tetep berusaha. Saya kalau absen ga masuk pas pelajaran bahasa Inggris, saya jadi pengen tau temen-temen belajar apa aja, pokonya jadi rame lah...

Now I’m more motivated to learn English than before, I used to think that my English was just standard, now when I’m asked to talk in English…well it’s not bad, although limited but I still try. When I was absent and couldn’t come to class, I wanted to know what my friends had learnt that day, well it’s fun...

In this interview Dyandra claims that her improved motivation originates from the fact that her confidence in her English has slowly improved. A sign of her increased motivation is her curiosity about what other students learnt in the class when she was absent.

Dyandra’s story of her English language learning experiences illustrates the importance of recognising diverse ways in which students learn. As Kress (2000) argues, diversity in learning, especially in English curriculum, should be facilitated by educators who move towards a ‘new’ curriculum. Kress (2000) further argues that the new curriculum highlights the importance of producing transformative learners who are innovative and creative. Within Kress’ (2000) framework, Dyandra demonstrates that her unique way of learning through drawing and describing her comics should not be seen as a threat to learning, but as a resource for further and powerful engagement in relation to critical literacy pedagogy.
7.4 The importance of encouraging different opinions in the class

Section 7.3 focused on the small case study of Dyandra who appeared to gain more confidence and motivation in English learning through the three student learning support strategies we employed. This section discusses more general classroom perspectives which also demonstrate that motivation can be enhanced through encouraging, respecting, and mobilising students’ different opinions in the class. In this section, I explore another dimension of critical literacy pedagogy that may be used to improve students’ motivation and pleasure and interest in English learning as well as enhancing their confidence to communicate. I argue that respecting and mobilising students’ opinions, even those which seem to be against the widely accepted norms in the society, may be one way to achieve this goal. Data in this discussion come from interviews and students’ reflective journals and also are supported by two episodes of classroom discussion that show how teachers listen to and value students’ perspectives.

Eleven out of fifteen students who were interviewed said that they appreciated their points of views being acknowledged in class because it meant they were “important” and “smart”. Nine students stated explicitly that teachers’ acknowledgement of their opinions in the class had made them more motivated to learn English. The following four transcript excerpts from the 30th November 2010 interview give some indication of the students’ increased motivation.

**Episode 7.6**

Interview transcript excerpts with students on their increased motivation in English learning

Helmi: *Belajar kaya gini itu bikin kita terpacu jadi lebih semangat buat belajar bahasa Inggris karena kita disuruh ngomong, terus ditanggepin jadinya enak*  
(Learning this way makes me more motivated and more excited to learn English because we are asked to talk, and teachers listen and comment on it, so it’s good).

Maria: This lesson is very interesting, make me like English better…*karena kita bisa belajar berpendapat juga pendapat kita didenger sama guru, jadi penting itu, sama yang lain juga*
These student interview excerpts represent the majority of the students who claim that the new critically-oriented learning experience has increased their motivation in English learning. The students indicate that they are more motivated to learn English because their opinions in the classroom are acknowledged, respected and valued, and as such, they are positioned as important contributors to learning or producers of knowledge (Giroux, 2011).

Students’ responses in this reflective interview also demonstrate that they enjoyed speaking because they knew that their teachers would listen to them. Helmi and Adhi clarify their understanding of the contribution of students’ talk to motivation and learning. Both see being invited to talk in class (“we are asked to talk, the teachers will ask what we think”) as significant to learning and as a way to encourage their motivation and pleasure in English. They appreciate teachers’ efforts to engage them in classroom discussions and make their viewpoints heard. Adhi clearly states that this kind of classroom interaction raised his enthusiasm to engage in his English class (“I’m more motivated to know more”).

Classroom interactions where students talk and teachers listen are not very common in traditional classrooms (Cazden & Beck, 2003), including in Indonesian classroom contexts in which teachers are viewed as authorities who transfer knowledge to students. Within this role, as the knower, teachers’ voices tend to dominate in classroom discourse, effectively silencing students’ points of view. This authoritarian role may be strengthened by Indonesian culture that places a premium on teachers’ position in society. Guru (teacher in
English) in the Indonesian slogan stands for *diguGU* and *ditiRU* (someone to obey and to become a role model). While inherited values bring many positive insights, on the other hand, especially in classroom interaction, students have not always been encouraged to express different opinions to teachers or to challenge commonly accepted social values. Hence students’ perspectives have not always been heard or respected.

In contrast, through the implementation of the critical literacy pedagogy in this study, we encouraged students to express their voices, including views considered against the ‘standard’ norms (see details in the Episode 7.7 below). Students’ new found keenness to communicate in the classroom is related to the teachers’ deliberate and conscious initiative to acknowledge and respect their opinions that lies at the heart of critical literacy pedagogy (McLaren, 2007). Sisca, for example, seems to value the role of non-authoritarian teachers in creating a positive atmosphere. She states: ‘*when the teachers listen and appreciate our opinions, it makes me not afraid to talk, I always enjoy learning English now*’.

One of objectives of critical literacy pedagogy is for students to gain the pedagogical courage and moral responsibility to participate in democratic life as critical social agents who are able to create their own histories (McLaren, 2007). McLaren’s (2007) statement indicates the importance of students becoming active participants in society, through educational pedagogies that encourage listening to and acceptance of students’ voices in mainstream classroom discourse. Kalantzis and Cope (2012) and Beck (2005) also argue that one of the aims of critical literacy education is to emphasize the importance of students’ voices in the classroom through dialogue and by acknowledging their opinions.

Examples of how students can be engaged in classroom dialogue are represented in the following Episodes 7.7 and 7.8 where Andra and I acknowledge, mobilise and respect students’ points of view, even if those views go against common social norms. Episode 7.7 below was taken from the classroom discussion on Guns and Juvenile Violence, as discussed in Chapter
5. Before this conversation took place, students had watched a YouTube video about guns and violence in the USA. After the video, Andra, as this lesson’s teacher, invited the students to examine issues surrounding an outburst of bikie gang violence in the city of Bandung. Andra discussed ways to dissuade students becoming victims of this gang or maintaining friendships with them.

In this episode the student’s voice is acknowledged and plays a significant part in the classroom discussion. The example focuses on one student, Rani, who seems to gain confidence as she engages in the conversation while at the same time making a considerable effort to maintain her English. Rani is a medium achiever who often takes part in classroom discussion. She attempts to break the stereotypes of members of the bikie gang. Rani suggests that not all bikie members are ‘bad boys’ and that some of them may have positive attitudes.

She even provides some strategies for maintaining friendship with them. Other students who do not speak in Episode 7.7 and in the subsequent Episode 7.8 also show pleasure and interest in the discussion. Episode 7.7 illustrates that respecting difference in a student’s voice may bring positive outcomes. Lines 3, 6, 8, 12, 13 and 17 show involvemen...
Rani engages in this discussion with a strong determination to construct her sentences in English. According to societal beliefs, her opinion related to maintaining friendship with members of a bikie gang might seem ‘incorrect’. She argues that one may remain loyal to friends while avoiding being negatively influenced by building a strong inner defence based on personal principles (“if we don’t have our own principles, we’ll be carried away easily, they’ll influence us easily” – line 16). Rani shows a good understanding of the importance of self-determination, which can be effective in limiting the peer pressure most teenagers are likely to encounter (line 16).

In Indonesian society the outburst of bikie gang violence has created hot debate. Most parents tend to over-protect their children and warn them about involvement with gangs. Parents urge their children to be selective in making friends and even discourage their friendships with members of bikie gangs because they are afraid of bad influences. Rani’s opinion therefore seems to go against common opinion. In line 7 and 11 she argues that being over-selective in friendships is not always desirable because not every gang member is immoral (“when we choose friends but no...uhmm what is it, not too choosy...if our friends are negative, we still have to know them but don’t follow them, just enough to know them but don’t follow, uhm the positive things from them, we can follow it”). She argues that some gang members may have good qualities that she can learn from while at the same time resisting any involvement in their unlawful behaviours. Rani’s suggestion is in accordance with neither the school nor with most parents.

Andra however does not stop her from continuing her ‘rebellious’ voice (“why, why, give us reason why?” - line 15). In fact he attempts to elicit the reasons
behind her opinions. If he exercised his ‘normal’ school authority he would have stopped Rani from talking and silenced her rebellious voice. Instead he listens to and shows respect for her different viewpoint, regardless of how ‘unpopular’ or ‘dangerous’ her ideas may be.

Another illustration of respecting different perspectives is taken from the classroom discussion on the topic of homophobia. In this discussion, Andra and I maintain our respect for students’ different viewpoints on the issue of homosexuality. In our opinions as teachers, the most important issue is respect for diversity, including respect for those with different sexual orientations.

Episode 7.8
Transcript of classroom discussion on the topic of Homophobia. 15th October 2010.

1Gin Gin: Ok now we’ve read a chaotic demonstration by the F I P O who are not happy with the gay and lesbian people. Now I want to ask what you think about them… I mean the gay and lesbian people…
2Radian: Aneh bu, aneh….jijik (weird, Miss, weird… disgusting)
3SSS: (laughed)
4Gin Gin: Hmm, ok what else? What do you think?
5Elma: Ga normal…. (not normal)
6SS: (laughed) bener bener (yeah that’s right)
7Gin Gin: Ok, not normal, what else guys?
8Tia: Stress, miss… must be stress
9Gin Gin: Ok, not normal, what else guys?
10Tia: (laughed) ya stress aja kali….(yeah maybe just stress)
11Gin Gin: ok, that’s good. Yes Erwin?
12Erwin: Many people think that homosexual is negative, I think so. For me I believe that homosexual is not normal, they are disgusting and have no religion because if you have religion you must trust that you have God and God save you
13Gin Gin: Ok, that’s good, thanks Erwin. That’s a good English sentence, very good. So I’m gonna write down here about what you’ve just said, ok. So we ‘weird’, that means jijik or menjijikan ok, that’s what Radian said. Then we have ‘not normal’….hmmm Elma said homosexuals are not normal, right….we also have ‘stress’ or ‘stress people’, and Erwin said ‘have no religion’. That’s a very good opinions guys. Any other opinions? Anyone?
14SSS: (silence)
15Gin Gin: Ok, now from all these words that you described about homosexual people, could you please explain why you think they are like this….I mean why you think they’re not normal, or stress or whatever…..

Episode 7.8 illustrates that from the students’ standpoint, homosexual people do not have any positive attributes. The words they use are palpably negative, such as weird, disgusting, not normal, stress, and not religious. Although as the teacher I disagree with them I did not force my opinions on them, instead I
listened, respected and appreciated their comments (line 11 and 13) and opened further avenues for discussion based on the students’ positions (line 15).

Although teacher and student opinions are different, as the teacher I do not impose my “ideological correctness” (McLaren, 2007, p. 242). I do not dictate to students what to think from the teachers’ position, while denying students access to a view of the story based on their own perspectives. Encouraging students to explore contradictory points of view, as in Episode 7.8, not only engages their interest but also enables them to feel valued. Students respond to almost all questions I ask, which indicates their interest and motivation in learning as well as their confidence in speaking English. The compliments in line 11 and 13 signal that I respect their opinions, while Erwin in line 12 demonstrates self-confidence in expressing his thought. I deliberately choose to value students’ voices because in critical literacy pedagogy it is imperative to do so (Beck, 2005; Kalantzis & Cope, 2012; McLaren, 2007). McLaren further (2007) claims:

Individual voice … is a central pedagogical concern because it helps educators understand how classroom meaning is produced, legitimated, or delegitimated. This is not merely a technical concern but more importantly a moral and political consideration that must provide the basis for any critical pedagogy…(McLaren, 2007, p. 51-53).

Practising within McLaren’s framework (2007), critical literacy educators are urged to acknowledge students’ voice in order to understand how students view the world from their own funds of knowledge and from their own experiential perspectives. In line with McLaren (2007), Giroux (2011) illuminates the differences between a traditionally conventional notion of teaching and the more progressive teaching in critical pedagogical practice. In critical literacy pedagogy, teachers should be conscious of and draw attention to those who have control over the production of knowledge (Giroux, 2011). In Episode 7.8, by respecting students’ voices about a controversial issue, I provided opportunities for them to contribute to the production of knowledge from their own standpoints.

Finally, I present one of Maudi’s reflective journal entries in which she recalls her English learning experiences from the lesson focused on the topic of
homophobia. In this journal entry, Maudi, writing in English, reflects that she was encouraged by and gained confidence from the English lessons that valued students’ voices. The journal entry I selected is presented verbatim without any amendments to grammatical mistakes.

Episode 7.9
Maudi’s reflective journal entry reflecting her gradually increasing confidence in English learning

Today we got a urgent lesson of life. We learn how to see a problem on surrounding us, we know about demonstration and why people have this problem. We talk about people homo, like gay and lesbians. We know why they like that and we can’t be hating them. We also speak in English and give a lot of opinion in the class, we talk and talk, it’s very nice. I am so happy to learn English and confident, and which made I very excited is because the discussions is from our opinions. 😊 We are very SMART! We are clever!

With her efforts to write in English, Maudi demonstrates that her motivation and confidence in English learning have increased. Respect for students’ opinions in the class has enabled Maudi to have greater interest in English because she believes that students’ voices contributed significantly to the classroom discussions. Finally this factor also increases her confidence and enjoyment in English because she now has a strong belief in her intellectual capability (“We are very SMART! We are clever!”) as can also be seen from the icon of a happy face she drew.

Section 7.3 and 7.4 analysed evidence of an intensive engagement from students who demonstrated motivation and confidence in English learning. Section 7.5 below presents viewpoints from students who did not seem to demonstrate increased motivation towards or engagement in English language learning.
7.5 Resistant Learners

Not all students displayed similar levels of motivation, pleasure and interest in their English learning. There were some other students who did not participate in the classroom and whose motivation, interest or confidence in English did not appear to show any development during their participation in this research. Compared to students who demonstrated an increased motivation in English the number of ‘resistant’ students was small. This group of resistant learners was characterised by an inner belief that English was difficult, a belief that may possibly be grounded in a low level of self-confidence.

As an example of resistance, a male student, Rio, believed that students should only talk when it is relevant to the teachers’ requirements. In Indonesian language, Rio said that “all kids in my class should not just keep talking because sometimes it just has no connection with the task”. His statement indicates that he is still influenced by the conventional English teaching he received in the past where the teacher told students what to do in a fixed manner. For Rio English learning should be neat, tidy and well-structured, so when he found that many students seemed to talk and express their opinions in a loose way, he felt that their opinions were irrelevant.

Another main finding that emerged from this study was in relation to students’ level of English proficiency. Many students related that they found it challenging to engage in classroom discussions due to their lower level of English proficiency compared to other students. However I found that English language proficiency levels of students in this study prevented them from participating not only in critical literacy but also in their regular English class. When I checked the names of students who scarcely took part in our class, Andra assured me that the same students also showed low participation in his previous classes. For example, one student, Restu, speaking in Indonesian in her interview, said that she seldom participated because ‘English is difficult for me, let alone to debate about something or have a discussion in English or read the text critically, sometimes I don’t even understand what the teacher or
my friends says to me in English’ (Restu). Students like Restu were clearly more concerned with how to survive in their English class than with becoming critically-oriented learners. Challenges associated with using a foreign language to express a critical stance towards a text receive some attention in the literature. Eastman (1998) challenges the inclusion of critical literacy in the curriculum for second language learners when all they need is to survive in a foreign language. Iman puts a similar point in a different way. For Iman, critical literacy instruction was difficult in itself and especially difficult when he had to implement it in English: “Making a text critique is very difficult, I have to read in a critical way and moreover I have to say what I think about it in English. It’s like I have to do two things at the same time…” (translated from Indonesian). Iman’s experience is reflected in Huang’s work (2011) on implementing critical literacy in an English course at a university in Taiwan. Huang (2011) found it was not easy for students to implement critical literacy in a foreign language in which they do not feel comfortable speaking.

7.6 Students’ English language development

The previous sections discussed students’ improved motivation in English learning as one of the outcomes of the implementation of critical literacy pedagogy. This section consists of a discussion of the study findings in relation to the second part of the fourth research question “What effects does critical literacy have on students’ development of their English written language?”. The discussion in this section includes a brief introduction to the English language measurement taken both in the study and in Indonesian educational contexts along with a discussion of students’ English writing abilities on both the regular English test and the critical literacy assessment. The purpose of assessing students’ English writing is to demonstrate the potential of critical literacy teaching to enhance students’ writing ability in a way that may not be evident from the students’ regular test results.
English language measurement used in this study

In this study, the methodology for assessing students’ English writing is taken from the Victorian education document *English as an Additional Language (EAL) Developmental Continuum* (DEECD, 2009). As discussed in Chapter 3, the developmental continuum is considered to be the most appropriate means by which to assess students’ English writing as it provides a rich and a broad range of progress indicators to assist teachers to categorise and assess individual students’ levels of language development. The continuum is targeted for the use at the secondary school level and includes detailed work samples of students’ written work. However, one of the shortcomings of the DEECD’s EAL Developmental Continuum is that its use is restricted to students studying English as a second language up to Year 10. Therefore in order to make it more relevant and meaningful to this study, I modified and adjusted some of the Developmental Continuum’s language descriptions (see Section 7.7) without sacrificing the essence of the meanings of each language level descriptor. Other reasons for selecting the DEECD’s EAL Developmental Continuum over other international English language testing systems such as TOEFL, IELTS and ISLPR, or the English language standards used in Indonesia, have been elaborated in Chapter 3.

English language assessment in Indonesia

As stated in Chapter 1, in Indonesian school settings, students’ academic achievements, including English achievement, is normally assessed using a standardised test in multiple-choice format together with closed-ended questions. In regular English exams, at school and at the national level, students are normally tested on their grammatical knowledge and their literal comprehension. These tests are not appropriate to fully assess English language development as the limited range of language skills tested tends to overlook students’ thinking abilities (Alwasilah, 2002). Given the short timeframe of my research (less than 6 months), this kind of test also poses a challenge as it does not provide clear indicators of students’ English development.
Table 7.1 below describes indicators of students’ levels of English language ability upon their completion of a unit on Report text taken from the school’s lesson plan (RPP) documents.

Table 7.1: Description and indicators of students’ English ability used in typical Indonesian schools in RPP.

<table>
<thead>
<tr>
<th>At the end of the lesson, the students are expected to be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write a simple report text;</td>
</tr>
<tr>
<td>• Use a simple present tense to describe a thing or person;</td>
</tr>
<tr>
<td>• Use expressions about Report text in daily life.</td>
</tr>
</tbody>
</table>

RPP for Year 11 students.  
(Source: The School’s English language assessment document in this study)

Apart from identifying particular English language learning goals, the three indicators noted above do not establish a clear method to categorise and assess students’ English ability levels, as the indicators are lacking in detail and their provision of English language assessment criteria is limited.

The subsection below presents the writing and grammar tests students completed prior to the critical literacy implementation which are equally limited in scope as a basis for measuring language development.

The regular English tests

Tables 7.2 and 7.3 below show the Grammar and Writing tests that students in this study undertook prior to the critical literacy teaching. These kinds of tests utilising familiar methods such as cloze test and rearranging jumbled sentences are commonly used both at school level and in the national exam. In the Writing test and the Grammar test at Table 7.2 below, for example, students are required to rearrange jumbled sentences and to change verbs into correct grammatical forms.
Table 7.2: The regular Writing and Grammar tests

<table>
<thead>
<tr>
<th>Writing test:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rearrange the following cues into good complete sentences. Use some useful expressions such as second – additionally – furthermore – first of all – also – finally – last of all to connect each sentence. Begin your paragraph with the following sentence:</td>
</tr>
</tbody>
</table>

(Total score: 7)

<table>
<thead>
<tr>
<th>Grammar test:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change the verbs into the correct forms of Simple Present Tense</td>
</tr>
<tr>
<td>Crocodiles ______(be) rather ‘lizard-like’. They ______(have) long tails and the limbs ______(be) short and straddled sideways. Crocodiles ______(belong) to reptiles. The elongated crocodiles ______(be) probably the most distinctive features. The head ______(be) typically one-seventh the total body length of and the species ______(have) a narrow or broad snout.</td>
</tr>
</tbody>
</table>

(Total score: 7)

The regular tests as exemplified in Table 7.2 mirror the national exam and are preferred by most teachers. This is due to the fact that there is constant pressure from the school for every student to pass the national exam in Year 12. Therefore, students are prepared for and exposed to the kinds of tests they will encounter in the national exam from early in Year 11, where the students in this study are placed. Andra’s view of this regular test was in accord with the opinions held by many other teachers. In the context of generally large class sizes, averaging 40 students, Andra regarded this regular test as ‘easy’ and efficient to administer, on the basis of both its test design and ease of marking. He was also aware of the disadvantages:

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16 The test was taken from accompanying textbook Look Ahead 2: An English Course for Senior High School Students Year XI. Science and Social Study program. Sudarwati and Grace. 2006. Pp 24-29. Jakarta: Erlangga.
Episode 7.10
Conversation transcript of Andra’s views on the regular English tests:

Test model gini ngga bikin mereka jadi lebih pinter, karena mereka jadi terbiasa dengan ngapalin rumus atau grammar atau pas ngisi mereka bilang kadang cuma “ngitung kancing” aja...kalau kata guru-guru memang soal kaya gini enak pas meriksanya juga pas kita buatnya, cepet kan...(Andra’s view on the typical school test. 12th November 2010).

This test does not make them become more intelligent, because they’re used to memorising language chunks or grammar formula, when they answer the test they say sometimes it’s like “counting your button”...teachers say marking this test is easy and quick... (Andra’s view on the typical school test. 12th November 2010).

These tests are restricted to the recall of mechanical grammar knowledge and do not give students the opportunity to engage in more meaningful writing tasks. On the basis of this kind of test it is difficult to meaningfully describe and categorise students’ language ability levels. Students’ responses to the regular tests, represented in Table 7.3 below, seem superficial and decontextualized. This ‘writing’ test does not require students to produce their own piece of writing or construct a coherent paragraph with important elements related to clarity or with the incorporation of arguments reflecting a capacity for critical thinking.

Table 7.3 includes a sample of responses to the regular writing and grammar tests (see Table 7.2). Of the 39 students expected to take the test, 33 were present on the day Andra administered the test. The highest score for this test was 14 while the lowest was 6. Detailed samples of students’ writing and grammar in this regular test can be found in Appendix 8.

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17 A popular idiom in Indonesian language which means “to gamble”.

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Table 7.3: Samples of students’ writing and grammar in the regular tests

<table>
<thead>
<tr>
<th>Writing sample in the regular test</th>
<th>Grammar sample in the regular test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Septi’s writing sample represents students who made minor ‘mistakes’ in rearranging the words (as underlined) regardless of the fact that the sentence was meaningful, thus her score was 13.</td>
<td>The higher scoring students were able to insert the present tense into the “Crocodiles” sentence.</td>
</tr>
<tr>
<td>In the first place, its shade gives the protection from the dessert Sun. Second, basket, ropes and threads are made from its fibres. Additionally, boats, ropes and fences are made from its wood. Its fruit is an important food. (Note: ‘Furthermore’ is needed in the beginning). The juice is also a delicious drink. Finally, tender leaves are eaten as salad. Last of all, in fact no part of the tree is wasted.</td>
<td>Sample answers: Are Have Are Belong Are Is Has/Have</td>
</tr>
</tbody>
</table>

An overview of students’ writing at the regular test

Using the detailed criteria and indicators from the EAL Developmental Continuum (DEECD, 2009), students’ responses to the regular English test fit into three language indicators identified at the basic level of Stage 1 (S1). At S1, according to the EAL Developmental Continuum, students are expected to be able to:

- Write using short sentences/statements; conjunctions and references are explicit.
- Show logical sequences of ideas or events using simple sequence markers, e.g. ‘First we…, Then…’
- Show varying accuracy in tense, subject-verb agreement and articles (EAL Developmental Continuum, DEECD, 2009, p. 13)

The limited range of these indicators of progress shows that the tests restrict description and assessment of students’ written language development to the basic level. Students with the correct answers might be classified as those
whose English is mostly developed to Stage 1. However, even this classification is questionable as students did not produce their own writing. Instead, the students were expected to reorganize sentences with sequence markers and subject-verb agreements (*first of all, second, finally, have, belong*) retrievable from the text. This kind of cloze test lacks the flexibility to interpret students’ language development. For example, one of Septi’s sentences was not scored as completely meaningful as she did not include the sequence marker *furthermore*. That the sentence was otherwise grammatically correct was ignored by the scoring system.

Tests of this kind raise profound concerns for some educators in Indonesia. As mentioned in Chapter 1, prominent Indonesian academics including Alwasilah (2002) fear that these tests may discourage the development of students’ critical thinking and restrict opportunities for students to include multiple perspectives as the tests only accept ‘right’ and ‘wrong’ answers rather than a possible diverse range of responses. A negative backwash effect of these tests for the students lies in the expectation that students will be required to simply memorise texts at the expense of the development of creative and critical thinking capacities (Danandjaya, 2013).

### 7.7 Students’ critical literacy writing assessment

While standard writing and grammar tests measure students’ language development in a narrow sense, the English assessment that students engaged with in the critical literacy classroom was very different in its purposes. In this assessment, students are invited to produce their own writing in the form of a written response to a popular movie, *Eclipse*, that we watched and analysed in class. Students were presented with five open-ended questions about the movie that required them to support their responses with relevant arguments. Table 7.4 below contains the assessment questions. Each of the questions requires the
students to use a 5-point Likert scale and in addition they are required to include examples, evidence, and supporting arguments.

Table 7.4: Questions for students’ written responses to the film Eclipse.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Example/evidence/argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to make links between the text and my personal experiences.</td>
<td>1-2-3-4-5</td>
<td></td>
</tr>
<tr>
<td>I am able to identify multiple viewpoints.</td>
<td>1-2-3-4-5</td>
<td></td>
</tr>
<tr>
<td>I am able to identify incidences of inclusions or exclusions.</td>
<td>1-2-3-4-5</td>
<td></td>
</tr>
<tr>
<td>I am able to discuss how people or topics are represented in the text.</td>
<td>1-2-3-4-5</td>
<td></td>
</tr>
<tr>
<td>I am able to discuss the influences the movie has had on my thinking.</td>
<td>1-2-3-4-5</td>
<td></td>
</tr>
</tbody>
</table>

This assessment aims to be consistent with critical literacy teaching and learning approaches that progress from the retrieval of factual information to analysis and evaluation of the text. Students use English as a tool for interpretation, analysis and evaluation, and are encouraged to demonstrate aspects of critical literacy in their writing, such as the ability to provide evidence or construct coherent arguments. Students’ writing in this test is then categorised according to EAL Developmental Continuum (DEECD, 2009) modified as follows to suit the students in this study: this study only includes four stages to indicate students’ progress (Stage 1 – Stage 4) while in the original version there is a stage prior to S1 which is called SL (stage pre-literate). The SL level was excluded due to its limited relevance to a Year 11 group. Another modification is in the writing dimension. In the DEECD’s (2009) original version, the writing dimension at each stage consists of four distinct areas: texts and responses to texts, cultural conventions of language use, linguistic structures and features, and maintaining and negotiating communication. In this study, I combined all the four aspects into a single category more relevant to the students’ writing ability. For example, in the first area of texts and responses to texts students are required to demonstrate their ability in activities such as joint-editing or presenting their writing in a
diagram. These tasks are not required in this study and thus these abilities are not included. Details of the indicators used in this study can be found in Appendix 9.

Of 39 students in the class, 19 writing samples are presented and analysed in Table 7.5 below, with relevant indicators shown in column two and students’ writing samples in column 3. The samples retain their original spelling and grammar. On the day students were expected to submit their responses, 6 students were absent and 9 students did not hand in their assignments. Five students’ writings were disqualified as these samples suggested students had copied each other’s work.
Table 7.5: Categorisation of students’ writing samples in the critical literacy study

<table>
<thead>
<tr>
<th>Stage</th>
<th>Indicators</th>
<th>Writing Samples</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rely on phonetic spelling to write unfamiliar words (<em>importhat, kritic, threatened, jentelman, were wolf, eksotis, jacob, waith, inpolite</em>). Use the Indonesian phonetic spelling and meaning to refer to a word in English inaccurately. For example in sample number 2, the word <em>compact</em> in English may be written similarly to <em>kompak</em> in Indonesian language but sound and mean differently. <em>Kompak</em> in Indonesian language means ‘get along well as a family or group’ and the vowel [a] is pronounced with [ɑ] not [æ]. Radian inaccurately uses these two words interchangeably, as if <em>kompak</em> can be translated directly into English by the word <em>compact</em>. Therefore his sentence in English is obscure. The focus of writing is on meaning rather than grammar accuracy (<em>I so enjoyable to watch the movie</em>), although some parts of writing samples in number 3, 6 and 8 may be difficult to comprehend. Use basic, limited and sometimes inaccurate adjectives.</td>
<td>#1 (Lina) I so enjoyable to watch the movie. It’s very importhat to talk about kritic reader. She life threatened, because she was in the drill of Victoria to be a vampire. That’s so bad. I think a lot of different about cultured, but several cultured be same, about believed to myth, hold the cultured the story about saga eclipse same story with stuck vampire (WS1.1). #2 (Radian) They family relationship it’s very nice! Every family always compact, very helpful, and keep safe every member of family (WS1.2). #3 (Sisca) Because Bella is the defence must avoid attack Victoria and Edward, killed James (Victoria boyfriend). Bella martial relationship pretty (WS1.3). #4 (Helmi) Jacob he is cool, handsome, stubborn, strong, jentelman, he is were wolf, eksotis skin, kind, have a good body shape as a guy. Edward he is cool, waith skin, he is vampire, responsible with bella, inpolite (WS1.4). #5 (Baskara) Bella have a long hair, yellow hair, white skin, nice and smart girl. In beginning of film she can’t decide her choice</td>
<td>11</td>
</tr>
</tbody>
</table>
such as *yellow hair* for *blonde hair*.

Most writing is based on spoken mode.

Inconsistency with the use of capitals for proper names (*bella, jacob*).

Some inaccuracy in referents as in possessive pronouns (*She life, Victoria boyfriend, They family, She’s father was divorce, Their live in the forest, Bella family, Edward family, Jacob family, Bella father father vs fathers*) and inconsistency in the use of basic simple present tense.

Use of a range of conjunctions such as “*not only...but also...*” accurately although overall meaning is sometimes obscure.

between jacob or edward. She good daughter although always rival her father if they chat about Edward. She’s father was divorce. Their live in the forest (WS1.5).

#6 (Iman) He always give way to jacob for near or take care bella, but he keep love bella and until pown he’s live for take care bella from other vampire’s who want bella’s blood (WS1.6).

#7 (Gelar) They are very close, I mean a Bestfriends. Seth know if Jacob very fall in love to Bella. When Bella is in trouble, Jacob will help her and if Jacob in trouble for Bella, Seth will help them. They just like family (WS1.7).

#8 (Candra) I really enjoy watching and discussing a film. Because we are moreable to make picking a movie, we learn to take a deviation, the values are wrong, and why the director makes “like that” (WS1.8).

#9 (Salsa) I learn if love can destroy anything, it make you angry, crazy, and we will do anything for someone we love. Not only about love but also I learn about loyalty (WS1.9).

#10 (Lintang) I didn’t learn something from the movie. What we can learn from the romantic movie that all the time always show the kissing?? (WS1.10).
| #11 (Dinda) | I think the relationship between Bella family and Jacob family is very well because Bella father that police often assisted by Jacob family. Bella fathers feel uncomfortable when Bella with Edward. But the mother fully supports Bella with Edward. A relationship between Edward family and Jacob family is good enough (WS1.11) |
| 2 | Spell most words correctly. |
|  | Use standard word order. |
|  | Start to use a wide range of conjunctions such as “on the other hand”, “because”. |
|  | Include main idea and supporting details. |
|  | Begin to write some complex sentences. |
|  | Although there are some inaccuracies in grammar, students begin to show consistency in their use of simple past and present tense, even in the present perfect. |
| #1 (Dyandra) | Friendship that occur between Edward and Jacob is a complex friendship as they compete for Bella but on the other hand they can keep their emotion to themselves (WS2.1) |
|  | #2 (Windi) When I was a child, I just know vampires are coming from Chinese ghost wearing a long dress and hot. Running jump to the forehand, they are like bite humans and suck blood. They will not moving. If they are taped yellow paper in the forehead. Their faces ugly, but on Eclipse movie, I saw handsome vampires, one of them is Edward (WS2.2). |
|  | #3 (Putri) In a comic that I’ve read, I see the vampire characters too, but in that comic the vampire just like a human, can sleep, not granite and can be hurt with knife-edged but still have a similarities with the Cullen, drink blood (WS2.3). |
Use basic knowledge of English grammatical features at the sentence level to argue, describe, classify and explain.

Demonstrate consistent but not complete control of English grammar.

Show some control of passive voice.

Use subject-verb agreement with reasonable control.

Construct extended sentences with simple relative clauses and common conjunctions.

Use a wide range of expressions to qualify opinions such as “I think”, “In my opinion”.

#1 (Andita) In my opinion, the story in the movie is very interesting because it talks about not only love, but also family and friends. Unfortunately I can’t see Bella’s mother in the film very much, so the audience don’t know whether she look like Bella or have same characteristics. I like the strong family relationship in Vampire family. They protect each other and that is the most important thing (WS3.1).

#2 (Erwin) I think after watching the movie I want to know why Bella or Edward and other people in the film are described like that. Because in the class we talk about this before so maybe there’s some reasons why the director make like that. The relationship between them sometimes good and sometimes bad, I think it’s like in our real life. So I want to know about it (WS3.2).

#3 (Farid) I think I can find a link between the movie and my personal experience. The teenagers in the movie are like teenagers in the real life. But the vampire is not real, I think. The love story in the movie can be found in the real life too, for example Jacob is jealous with Edwards. I think, we are human, like that. But I think the other story is not real in our life, that’s why I don’t really like the movie. But I like the music in the movie (WS3.3).

#4 (Intan) I think the movie is showing girls who white skin and slim and not fair because not all girls like that. Bella is very pretty. She is have a white skin, nice body, long hair. Edward and Jacob is
### Use knowledge of English grammar for various language functions such as comparison/contrast.

Developing control of appropriate grammatical structures to broaden ways to analyse, argue, persuade, describe, classify, explain appropriately.

Increasing control of conditionals, clauses and relative clauses.

Combine simple sentences into complex sentences.

A control of a wide range of grammatical features although some minor mistakes may be evident.

---

<table>
<thead>
<tr>
<th>4</th>
<th>Use knowledge of English grammar for various language functions such as comparison/contrast.</th>
<th>#1 (Ni Luh) In general I like the movie. However after we have discussions before with Mr A and Mrs G, I have some questions about the movie. For example why Bella still loves Edward and don’t mind to be a vampire and leaves her family behind?? For me family is the most important in my life. I know Edward is very handsome, he has six packs but Jacob is more handsome and Jacob will not make her become a vampire. So I think the movie is good but also bad because for example family is not important for Bella, her love for Edward is the most most important. Another thing I learn from the movie is Bella who needs a lot of protection from Edward. It is so sweet but I think girls can be independent too. If I were Bella I would choose Jacob, first because he is more handsome and second Jacob will still makes me a human, not a vampire (WS4.1).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#2 (Satria) After I watched the movie, I can find a link between the movie Eclipse and my experience from my friend. Although in the real world, it is impossible for a girl to married a vampire but I want to talk about something else which connection with the film. I have a friend who really really liked a girl in other school. The girl also fall in love with my friend and they go together on Saturday night</td>
</tr>
</tbody>
</table>
but her father didn’t like my friend because he looks ‘berandalan’. So I think it is like the movie, Bella likes Edward but there is problem with family. I think maybe that’s the link (WS4.2).

| Total Number of Students | 19 |
An overview of students’ writing in the critical literacy test

The following overview of the students’ writing in the critical literacy assessment presents an analysis of students’ written responses in two sections. The first part examines the relationships between the results of the two types of tests while the second part discusses in detail features of students’ writing development made apparent by the critical literacy assessment.

A comparison of the two tests shows that critical English teaching provides an opportunity for students to explore sophisticated writing skills which are not facilitated by the regular class assessment. This potential can be seen in Salsa’s test result, which shows that a low score in the regular English test does not predict a low score in the critical literacy assessment because the critical literacy assessments measures advanced skills not measured by the regular class test. In the regular English test Salsa received a low score, with 8 correct answers from a possible of 14. In the critical literacy assessment (See Table 7.5, WS1.9), Salsa’s writing indicates her increasing control over grammar and other complex features. Her writing demonstrates advanced writing skills, with complex sentence structures supported by arguments. Salsa uses *If-clauses* appropriately with only a minor mistake. She also demonstrates her knowledge of the pattern *not only – but also*, which she uses appropriately and in context. Finally, her use of the adjective *loyalty* signifies that she had learnt a difficult abstract word. These sophisticated English structures are not measured by the closed-ended test which only emphasises superficial grammatical features. Her writing in the second test is more meaningful and demonstrates her use of advanced features relevant to communicative EFL skill. Salsa’s sample writing shows the danger of underestimating students’ English proficiency based only on the result of a closed-ended test.

On the other hand, students whose critical responses were at the S3 or S4 (advanced) level tended also to do well in the grammar test. Students in this group like Ni Luh and Satria (WS4.1 and WS4.2 in Table 7.5) reveal refined knowledge in their writings which are not only communicative but also indicative of characteristics of highly critically literate. In the regular English
test, Ni Luh and Satria are among other students who achieved the highest test score. The results of Salsa’s, Ni Luh’s and Satria’s tests suggest that a decontextualised grammar ability is a necessary but not a sufficient condition for advanced level English language performance. As well as possessing grammar ability, to do well students also need to be able to argue critically using abstract and complex ideas. This finding suggests that the traditional English grammar classrooms typical in most Indonesian schools do not adequately prepare students to achieve a high proficiency level because English is taught and tested in decontextualized language chunks.

Students’ high achievements in the critical literacy test when contrasted with the results of the regular English tests also show that there is a ceiling effect in the conventional testing (Rifkin, 2005). Because advanced skills are not tested, the majority of students receive very high test scores that may give the teacher a false view of their ability. The overuse of grammar teaching also limits students’ ability to achieve higher proficiency levels. High achieving students like Ni Luh and Satria did not seem to have many opportunities to advance their English language abilities in the traditional pedagogy of the class.

**Features of students’ writings in the critical literacy assessment**

Students’ written responses in the critical literacy instruction were significantly different from those in their regular English test. Writing skills were more contextualised and coherent and students were more fluent in expressing their ideas while at the same time becoming more critical. Some students revealed significant development in their use of English grammar, vocabulary and punctuation, as well as in their construction of complex and longer sentence structures, when compared to the regular test. This section examines three important aspects of students’ writing that emerged in the critical literacy English assessment: authentic and meaningful language, critical writing and a range of complex English sentences, structures and text types.
Authentic, communicative and meaningful language

The first distinct feature of students’ writing that emerged during the critical literacy assessment was their ability to produce their own English sentences. The sentences they created signalled an ability to activate relevant English language elements and then craft them together into coherent sentences. As a result, students’ writings were not mechanical and decontextualized as in the first test, but communicative and meaningful. The following are examples of the students’ English writing.

- I so enjoyable to watch the movie (Lina, WS1.1)
- The family relationship is very nice…keep safe every member of family (Radian, WS1.2)
- Bella have a long hair, yellow hair, white skin, nice and smart girl. In beginning of film she can’t decide her choice between jacob or edward (Baskara, WS1.5)
- I really enjoy watching and discussing a film (Candra, WS1.8)
- we will do anything for someone we love (Salsa, WS1.9)
- I didn’t learn something from the movie. What we can learn from the romantic movie that all the time always show the kissing?? (Lintang, WS1.10)
- I think the relationship between Bella family and Jacob family is very well (Dinda, WS1.11)

Although some grammatical inaccuracies are apparent, they do not impede meaning. Students’ writings are highly contextual, even the shortest sentence by Lina (see WS1.1 Table 7.5). Her sentence is responsive to one of the questions about the movie and therefore, regardless the grammatical mistake, still an appropriate and genuine response. Lintang (see WS1.10, Table 7.5) also provides a highly contextualised response to express her own view about the movie. While there is a minor grammatical mistake in the second sentence, the response in general is expressed in authentic language.

Writing critically

Features of critical literacy such as problematizing gender representation, considering different points of view and linking the text with their personal lives are found in some students’ writings, including students at the lower stage (S1) such as Lina and Candra. Although their writing is at a basic level as they struggle to join ideas together, both Lina and Candra demonstrate an ability to
consider multiple perspectives and problematize popular beliefs. For example one of Lina’s sentences (WS1.1) stated: ‘I think a lot of different about cultured, but several cultured be same, about believed to myth’. When I checked with her to clarify her meaning, she said that, although she was aware that each culture is different, there are some similarities between all the cultures she knows, for example, the notion that culture is related to myth. Based on this opinion, Lina is able to integrate multiple perspectives into her analysis of the movie. Similarly to Lina, Candra also embraces a feature of critical literacy in her writing. Although her sentence does not make sense in English, she indicates a need to question a common belief: ‘Because we are moreable to make picking a movie, we learn to take a deviation, the values are wrong, and why the director makes “like that”’ (WS1.8). When I asked what she meant by that in Indonesian, she confirmed that it meant she had learnt to take a different stance towards the movie and question the values embedded within. In other words, she understood that she needed to examine some of the ideas presented to her in the movie.

The critical literacy writing assessment seems to provide an opportunity for Lina and Candra to include critical elements in their writing. Regardless of the fact that these S1 level students produce limited sentence features and structures with some grammatical mistakes, the opportunity to write a critical response pushed the boundaries of their English language learning and therefore created more compelling and authentic language.

Other students also begin to use English to argue. For example, Andita (WS3.1), Erwin (WS3.2), Farid (WS3.3) and Intan (WS3.4) qualified their opinions using expressions like I think and In my opinion. Further, Andita questions a particular character who does not appear throughout the movie (Bellas’s mother). She is concerned that characteristics of Bella’s mother may have helped her to better understand Bella. Andita’s writing consists of a complex sentence with an appropriate adverb and reasoned support for main ideas: this sentence attempts to support a claim that there is an imbalanced point of view in the movie (WS3.1).
At the higher levels, students become more fluent in their critical writing. For example a student at the advanced S3 level, Farid, tries to make a link between the movie and his personal life: in his response, Farid uses an English phrase to argue about the existence of vampires in the real life which is different from the movie. He expresses his dislike for the movie while at the same time claiming to have enjoyed the soundtrack. He identifies lifestyle similarities between teenagers in real life and those in the movie, such as love relationships (WS3.3).

At the same level, Erwin and Intan problematise gender representations in the film. Intan argues that Bella’s physical appearance reinforces stereotypes of female beauty: ‘I think the movie is showing girls who white skin and slim and not fair because not all girls like that’ (WS3.4). Intan appears to have gained awareness that the movie has an imbalanced perspective and she senses injustice in the way it represents female images. Intan may have employed the knowledge she learnt during the analysis of the popular advertisement in the first lesson in which students were engaged in investigating the ‘beauty’ image. This reference back to an earlier lesson suggests a development in her critical literacy dimensions over a period of time.

Erwin, on the other hand, problematizes the movie by demanding to know why the main characters, Bella and Edward, were presented in the way they were. Erwin expresses his arguments in English, as in Farid’s (WS3.3) and Intan’s writing (WS3.4). He indicates by the use of phrase ‘after watching the movie….‘ that his opinion is based on careful reflection as opposed to a spontaneous act. His response may also signal that there should be an alternative way of recreating texts that includes viewpoints other than the one he watched (see WS3.2).

Ni Luh (WS4.1) also displays characteristics of a critically literate student. She watched the movie from a resistant perspective: ‘I have some questions about the movie’. She does not simply take for granted values embedded in the movie but actively challenges how this movie represents female figures. Ni Luh disagrees with a common belief that girls need protection from boys: ‘I think
girls can be independent too’. That Ni Luh is becoming more critically literate is also demonstrated in the way she tries to balance different perspectives with appropriate reasoning ‘So I think the movie is good but also bad because for example family is not important for Bella’. Ni Luh’s effort to link the text with her own personal background is intended to make meaning more contextualized. This is evident when she indicates that being in the real world with family should become a priority, rather than a relationship with Edward which will turn Bella into a vampire (WS4.1). This statement shows logical and analytical thinking.

In summary, some of the critical literacy features found in the students’ writings demonstrate a conscious effort to become more reflective and critical of the text. Students seem to gain more awareness as they read from multiple perspectives rather than from a single point of view.

**A range of complex English sentences, structures and text types**

An array of complex English sentences and structures are found throughout the levels of English proficiency. A student at the medium level (S2), Dyandra, who was once considered to be a disengaged learner, produces long and complex sentences (see WS2.1) which reveal that she may have mastered relative clauses with *that*. A lack of agreement between subject and verb in this phrase ‘Friendship that occur’ does not necessarily impede the meaning.

Students at this level have also begun to display considerable control over their use of grammar. For example, Putri maintains accuracy of present perfect tense in her clause (see WS2.3) but shows inconsistency in her main clause. Another feature at this level is the demonstration of a substantial expertise in the use of the passive voice. The construction of passive voice in sentences produced by Erwin (WS3.2) or Farid (WS3.3) indicates that they have understood the passive construction and used it correctly in their writing.

Students at the advanced S4 level (Ni Luh and Satria) demonstrate more complicated English structures. Ni Luh shows she is becoming a fluent writer in English. The use of *however*, for example, is accurate in articulating her
reasoning. The use of present tense is almost perfect in her writing except in one negative auxiliary: “don’t mind” should be “doesn’t mind” in ‘why Bella still loves Edward and don’t mind to be a vampire’ (WS4.1). Ni Luh shows an ability to differentiate comparative and superlative structures in English, for example in the most important, more handsome. Another excellent English structure that she demonstrates is the ‘If-conditional’ tense which she uses accurately in ‘If I were Bella I would choose Jacob’. The If-sentence type corresponds well to the following clause. Another English expression that she uses very well is the verbal phrase leave behind in ‘and leaves her family behind??’. Another minor mistake which does not interfere with meaning in any way is the singular verb Ni Luh chooses after modality; will as in ‘Jacob will still makes me a human’.

In the second S4 level example, Satria’s use of English is mostly accurate, with fewer than five grammatical mistakes that do not interfere with overall meaning or comprehensibility. He uses accurate English conjunctions such as although to contrast two ideas in the second sentence ‘Although in the real world, it is impossible ...but I want to talk about something else...’. Satria is able to relate an example from his own experience to the text by identifying a similar event that happened to his friend. He indicates that the relationship did not run smoothly as the girl’s father disagreed to his appearance. Satria’s use of possessive pronouns her as in her father is accurate. This area is often problematic for Indonesian students studying English, as the Indonesian language does not recognise differences between female and male possessive pronouns. At the end of his writing, Satria has demonstrated his ability to conclude his writing in accordance with the question, as he writes ‘So I think it is like the movie....I think maybe that’s the link’. The use of the modal maybe indicates use of a range of methods to qualify his opinion.

Besides the variety of complex English sentences and grammar students displayed in their writing, this assessment also required students to experiment with different text types. At least three text types emerged from the students’ writing that were not facilitated by their regular test: descriptive, recount, and persuasive genres. In descriptive text, students attempted to illustrate details of
physical appearance; in recount text they related the movie to their background experience; and in persuasive text they supported their arguments by example. Table 7.6 shows examples of the use of these genres.

Table 7.6: Text types in students’ writing in the critical literacy assessment

<table>
<thead>
<tr>
<th>Descriptive Text</th>
<th>Jacob he is cool, handsome, stubborn, strong, jentelman, he is were wolf, eksotis skin, kind, have a good body shape as a guy. Edward he is cool, waith skin, he is vampire, responsible with bella, inpolite (Helmi/WS1.4). They are very close, I mean a Bestfriends. Seth know if Jacob very fall in love to Bella. When Bella is in trouble, Jacob will help her and if Jacob in trouble for Bella, Seth will help them. They just like family (Gelar/WS1.7).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount Text</td>
<td>When I was a child, I just know vampires are coming from Chinese ghost wearing a long dress and hot. Running jump to the forehead, they are like bite humans and suck blood. They will not moving. If they are taped yellow paper in the forehead. Their faces ugly, but on Eclipse movie, I saw handsome vampires, one of them is Edward (Windi/WS2.2).</td>
</tr>
<tr>
<td>Persuasive Text</td>
<td>In my opinion, the story in the movie is very interesting because it talks about not only love, but also family and friends. Unfortunately I can’t see Bella’s mother in the film very much, so the audience don’t know whether she look like Bella or have same characteristics. I like the strong family relationship in Vampire family. They protect each other and that is the most important thing (Andita/WS3.1). I think the movie is showing girls who white skin and slim and not fair because not all girls like that. Bella is very pretty. She is have a white skin, nice body, long hair. Edward and Jacob is handsome. Bella’s mother is very little in the movie. We can’t see relationship Bella and mother, is it good or not. Bella is close to her father and always sleep in his house. Parents divorse they always together to support Bella (Intan/WS3.4).</td>
</tr>
</tbody>
</table>

In the descriptive text, Helmi choses accurate English adjectives to portray main characters in the movie like Jacob and Edward. Although he makes some spelling mistakes (jentelman, eksotis, waith skin) he constructs a rich and contextual descriptive text. On the other hand, Gelar tries to define what
‘family’ means by carefully describing each of the characters in the movie. In the recount text, Windi shows efforts to maintain grammar accuracy, although these efforts are not always successful. She seems to understand the use of past tense to recall past events in her subordinate clause ‘When I was a child’; however the main clause is in the present tense ‘I just know vampires are coming from Chinese ghost wearing a long dress and hat’. Windi also provides details of vampires that she recollects from her childhood. Finally, she compares her own view of vampires with the ones in the movie. In the persuasive genre, Andita and Intan seem to be confident of convincing others in their writing and letting their ideas flow effortlessly in the persuasive text they develop. Details of Andita and Intan’s writings had been analysed in a previous subsection under the discussion of ‘Writing Critically’.

7.8 Conclusion

There are at least two important findings that emerge from the analysis of students’ motivation in English learning discussed in part one of this chapter. The first finding relates to the positive and productive outcomes critical literacy education can achieve, as opposed to conventional English teaching, to increase students’ motivation in class. As indicated in Section 7.3 and 7.4, students in this study expressed their enthusiasm, interest, enjoyment, confidence and motivation in English learning. These features of motivation (Crookes & Schmidt, 1991) were articulated not only during the classroom discussion but also in their reflective journals and interviews. The implementation of the critical literacy pedagogy appeared to increase students’ motivation through the use of significant learning support strategies focused on respecting, acknowledging and mobilising students’ voices in classroom discussions.

From the students’ point of view, as this study indicates, conventional teaching seems to decrease students’ motivation and interest in English learning and reinforce the view that English is a difficult subject. When given an opportunity to choose between alternatives, students opted for an approach to
English teaching that incorporated funds of knowledge and out-of-school literacy into the curriculum. Students seemed to gain motivation and confidence in English learning through engaging in group discussions that allowed them to use their first language. The use of Indonesian language in the class encouraged students to actively participate in the discussions and provided an opportunity for them to express richer and more deeply analytical thoughts. The teaching resources, significantly different from traditional textbook-focussed English teaching, were also an important factor in increasing students’ motivation. The use of everyday accessible texts relevant to students’ lives such as newspapers, popular movies and advertisements, as well as YouTube videos, created enjoyment for the students. The use of technology was also one of the factors that boosted students’ interest in English learning.

The second impact of critical literacy pedagogy was on students’ writing. As indicated in Section 7.7, students in this study demonstrated their ability to write in complex English sentence structures with increasing control over grammatical fluency in a range of text types. Students’ writings in this study, in contrast to the regular test they completed prior to the critical literacy implementation, are more meaningful, contextualised and authentic. This is because they are required to write using their own words, not merely retrieve information from texts as in the regular English tests. More importantly, students’ writing, including the writing of beginning students, contains elements of critical writing such as the use of multiple perspectives, the questioning of common beliefs and making connections between the texts and the students’ personal lives or larger social systems.

Because the traditional grammar assessment did not provide adequate opportunities for students to engage in the actual writing process, students’ writing abilities may not have been adequately assessed by these measures. Ceiling effects from the conventional English assessment may have led to an underestimation of writing ability and hence an overestimation of improvement from the critical literacy teaching.
CHAPTER 8 CONCLUSION

8.1 Introduction

This concluding chapter begins with an outline of the study’s major findings as these relate to each of the four subordinate research questions. From this outline, pedagogical implications emergent from the findings are summarised. The chapter then takes up possible limitations of the study and sets out recommendations for further research.

The study focuses on an implementation in an Indonesian secondary school of critical literacy pedagogy informed by Lewison et al.’s (2002) four dimensions model of English language teaching. The main finding of this study is that through this critical literacy implementation, students became more critical and socially aware in examining everyday texts. Students also demonstrated an improvement in their written English.

The study argues that the students’ demonstrated responses to and engagement with critical literacy pedagogy relied on an integration of the approach taken to classroom pedagogy with the approach taken to professional learning. The teaching-learning relationships between the teacher and the students, and between the teacher and the teacher educator, mirrored each other in that these relationships were underpinned by shared respect, collaborative teaching and learning efforts, and a reflective approach to teaching and action-based learning.

The following chapter sections elaborate key findings aligned with the four subordinate research questions:

1. How is critical literacy pedagogy designed and implemented in an Indonesian secondary EFL class?
2. What does the teacher learn from the collaborative process of designing and implementing critical literacy pedagogy and what supports does he need?
3. How does engagement with critical literacy pedagogy assist students to become critically literate?
4. What effects does critical literacy have on students’ motivation to learn English and develop their English written language?

From each of these subordinate questions the conclusion falls into four main discussions: teachers’ professional learning, students’ critical literacy progress, students’ EFL writing development, and students’ motivation for English learning.

8.2 Teachers’ professional learning

This section addresses the first and second research subordinate questions: “How is critical literacy pedagogy designed and implemented in an Indonesian secondary EFL class?” and “What does the teacher learn from the collaborative process of designing and implementing critical literacy pedagogy and what supports does he need?”.

Professional learning as explicated in Chapters 4 and 5 provides a substantial framework for the teacher to understand theoretical and practical approaches to critical literacy education. The model of professional learning as elaborated in Chapter 4, informed by collaborative planning and teaching, explicit teacher skill development using coaching and modelling, and a cyclical action learning approach is found to be effective in both the design and implementation of critical literacy pedagogy.

There are a number of possible reasons for the success of the professional learning model: the teacher’s voice, knowledge and expertise made a significant contribution to the overall conduct of the study; theoretical and practical critical literacy frameworks were introduced in a democratic atmosphere which made it possible for the teacher to show flexibility in responding to issues he faced in class and to develop an in-depth understanding of key concepts; the collaboratively-designed teaching rotation provided equal time for teacher and teacher educator to observe and be observed by each other, giving the teacher opportunities and confidence to develop his own
authoritative critical teaching style; and the emphasis on observation and reflection also helped the teacher have a better understanding of his own teaching practice.

Responding to the second research question, the study findings point to a significant change towards transactional and away from transmission teaching (Neilsen, 1989), that is, from a traditional didactic approach to a critical dialogic approach or from banking education to critical education (Freire, 1970). In making this shift, the teacher needed to respond to substantial challenges, including questioning assumptions about students’ English proficiency and overcoming time constraints related to the pressure of preparing his students for their examinations.

8.3 Students’ critical literacy progress

Following the third research question, “How does engagement with a critical literacy pedagogy assist students to become critically literate?”, the discussion in this section outlines findings related to ways a critical literacy pedagogy assists students to become more critically literate.

The success of the critical literacy pedagogy was demonstrated using the four dimensions model (Lewison et al., 2002) which incorporates the dimensions of disrupting the commonplace, considering multiple perspectives, focusing on socio-political systems, and taking social actions.

Students’ responses to critical literacy pedagogy through the four dimensions model (Lewison et al., 2002) indicate that this model was effective in enhancing students’ capacities to become more critical, socially aware, tolerant and respectful towards diversity. In all four lessons at the implementation stage, students demonstrated their critical literacy thinking capacities through their engagement in small group discussions and through their examination of everyday personally meaningful social texts. The first dimension of disrupting the commonplace was evident throughout all four lessons. Students started to
demonstrate a capacity to problematize popular assumptions and beliefs and examine them through a critical lens. In the second dimension, considering multiple perspectives, students made deliberate efforts to include multiple perspectives and to reveal “heard” and “unheard” voices. The third dimension, relating the discussions to a broader socio-political issue, was not always evident. Students faced uncertainty as to how to relate texts to a broader social dimension and needed more experience, knowledge, and direction before they could start to accomplish this goal in the later lessons. In the fourth dimension, taking social action, students shifted to becoming more reflective and critical in their responses towards an issue and in the last lesson demonstrated an example of a spontaneous social action in relation to the donation plan to assists victims of disasters. Use of Indonesian language in the class provided opportunities for students to articulate their opinions more accurately and expressively.

8.4 Students’ motivation in English learning

Sections 8.4 and 8.5 are responsive to the fourth subordinate research question, “What effects does critical literacy have on students’ motivation to learn English and develop their English written language?”. This section focuses on the potential of critical literacy pedagogy to enhance students’ motivation in English learning.

Students in this study demonstrated enthusiasm, interest, enjoyment, confidence and motivation in English learning during the classroom discussions and in their reflective journals and interviews.

A key factor underlying their increased motivation was their engagement in group discussions that allowed them to speak in their first language, Indonesian. This flexibility in using students’ native language worked best when balanced with strategies to encourage them to speak in English as well, such as modelling English language or phrases, encouraging students with
higher proficiency to help others with specific words or expressions, and verifying students’ opinions in English after they spoke in Indonesian. Motivation was also increased by knowledge sharing, which eliminated the wall between able and less self-confident students. These influences are exemplified by the case of Dyandra, the comic writer. Critical literacy teaching helped her to confidently draw on her funds of knowledge, resulting in active and enthusiastic participation.

That the teacher’s selection of teaching resources differed significantly from traditional English teaching was also an important element in enhancing students’ motivation. The use of everyday accessible texts relevant to students’ lives such as newspapers, popular movies and advertisements as well as YouTube videos meant that students were able to experience and find enjoyable a greater diversity of learning resources.

### 8.5 Students’ EFL writing development

Responding to the second part of the fourth research question, this section outlines the impact of critical literacy pedagogy on students’ writing development with the proviso that ceiling effects from the conventional, pre-study English assessment may have led to an underestimation of the students’ writing ability and hence an overestimation of improvement from the critical literacy teaching.

Students demonstrated their ability to write in complex English sentence structures with an increasing control over grammatical fluency. In contrast to the conventional English grammar and writing tests students completed prior to the critical literacy implementation, students’ writings in this study were more meaningful, contextual and authentic. This is because they were required to write using their own words and not simply retrieve information from texts.

Elements of English structure evident in students’ writing were: the use of complex sentences with different conjunctions, relative clauses and
conditional-types phrases, consistency and control in various grammar forms including passive voice, a range of expressions to qualify opinion such as to argue, analyse, persuade, explain, and to compare/contrast. Students also demonstrated their ability to write in descriptive, recount and persuasive genres. Even with limited English language structures, students in the lower category (S1) demonstrated their ability to use English to qualify their opinions: I think and In my opinion. Students at this level also started to question a character in the text. Most importantly, students’ writing generated as part of this study, including the writing of beginning students, contained elements of critical writing such as use of multiple perspectives, questioning of common beliefs and connecting texts with personal lives or larger social systems.

8.6 Implications for EFL teaching practice

The critical literacy pedagogical approach to English language teaching based on Lewison et al.’s (2002) four dimensions model described by the study is relevant to the new 2013 Indonesian Curriculum which emphasizes the importance of higher order thinking. However, provisions for supports for teachers must be a major consideration not only at the introduction of the approach but during the implementation and evaluation process.

An important factor behind changes in curriculum and teaching practice is the teachers themselves (Darling-Hammond, 2010). Findings support an argument for an approach to professional teacher development in Indonesia that is based on teachers’ active involvement and that gives voice to teachers’ deep experiential understanding of the complexity of their own classroom. This study suggests that effective professional learning should be tailored to the teacher’s needs and the dynamics of the classroom.

The study findings also suggest that teachers should be given more flexibility in relation to deciding which teaching resources are appropriate for English
language teaching. Use of textbooks to complete grammatical exercises may not be sufficient to develop students’ critical capacities or their capacities for fluent English writing and speech. Traditional grammar teaching should be integrated with other language skills, such as speaking, reading, writing, and listening, and contextually taught.

The personal, contextualised and reflective discussions grounded in egalitarian and respectful relationships developed in this research could more generally strengthen research partnerships between schools and universities in Indonesia. The model of professional learning developed in this study provides a framework for university academics to establish more effective partnerships with secondary school teachers and to make stronger connections between theory, research and practice.

8.7 Limitations of the study

Given the 16-week study period (July – December 2010), there may not have been sufficient time for the students and the teachers to be more fully engaged with a critical literacy pedagogy or further to demonstrate how a shift from “non-critical” to “critical” practices might emerge.

The single classroom involved in this study may be considered as a limitation as it reflects only a specific population of students and teacher at the particular point in time when the data were formed. Therefore, the study findings are not likely to be generalisable to other contexts. Related to this is the limitation of the project which involved only one teacher educator (myself). This limitation may raise the question of the scalability the project. Could the same results be achieved over multiple classrooms and schools and with a larger team of teacher educators?

The last limitation relates to the number of students who participated in the reflective journal writing activity and the assessment process. Not all students were able to write and submit their journals nor able to attend the class at the
assessment time. Therefore, data from these sources may not accurately represent all members of the classroom.

8.8 Recommendation for future research

Mindful of the study's limitations, future research on critical literacy in EFL settings, especially in Indonesia, needs to address at least two points.

First, a similar study which involves more than one teacher in more than one school will be valuable in the future to identify whether the project could be carried out with a greater number of participants, both in terms of making the results more generalisable, and in terms of demonstrating the feasibility of a larger scale program. This would involve the additional dimension of ‘training the trainers’ or educating teacher educators to participate in the project. Professional learning which includes a team of professional developers may have brought different results than those conducted by a sole researcher as in this study. A larger project over a longer time span may also facilitate the creation of a community of teachers who could learn from each other’s practice. Second, time was one of the critical factors in this study. Future critical literacy researchers may consider allocating a longer time to help develop and investigate the complex process of critical literacy learning for students or critical literacy pedagogy for teachers.


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Mambu, J. E. (2012). English for advocacy purposes: Critical pedagogy's
contribution to Indonesia. In K. Sung & R. Pederson (Eds.), *Critical ELT practices in Asia: Key issues, practices, and possibilities* (pp. 111-136). Rotterdam: Sense.


A. Simpson (Eds.), *Negotiating critical literacies in classrooms* (pp. 37-54). New Jersey: Lawrence Erlbaum Associates.


approach. Cambridge: Cambridge University Press.


APPENDIX

Appendix 1: First and second round interviews with the teacher and the students

First round interview with the teacher

1. What is your understanding about critical literacy pedagogy?
2. What did you learn from our collaboration and professional learning program?
3. How does our professional learning different from your past experience?
4. What challenges did you face in implementing critical literacy pedagogy in the class?
5. How is critical literacy differfrom your past experience in teaching English?
First round interview with the students

1. Tell me in general about your experience with critical literacy approach in English class.
2. How is critical literacy differ from your past experience in English class?
3. What challenges did you encounter when you were engaged in lessons based on critical literacy pedagogy?
4. How did your learning experience with critical literacy pedagogy help you to become more motivated in English learning?
5. How does your engagement with critical literacy pedagogy help you to become more critical?
6. What do you expect to learn from critical literacy pedagogy in English class?

Second round interview with the teacher

1. Tell me about your overall reflections from our collaborative process in designing and implementing critical literacy pedagogy.
2. What do you now understand about critical literacy pedagogy?
3. What have you learnt from our collaboration process?
4. What challenges did you face in the design and implementation process of critical literacy pedagogy?
5. What supports are needed for teachers to successfully design and implement critical literacy pedagogy in their classrooms?
6. What changes do you experience from your own teaching practice?
7. In what ways do you think students benefit from being engaged in critical literacy pedagogy?
Second round interview with the students

1. Tell me about your overall reflection from critical literacy pedagogy.
2. What does it mean to you to become a critical person?
3. How does your engagement with critical literacy help you to become more critical or tolerant?
4. What lesson topic of discussions did you enjoy most? Why?
5. What lesson topic of discussion did you enjoy least? Why?
6. What classroom activities did you like: role play, discussions, watching the movie, watching the video clip, or writing journals? Why?
7. What classroom activities did you not like? Why?
8. How does being involved in critical literacy help you to become more motivated in your English learning?
9. What other benefits did you gain from the critical literacy pedagogy?
Appendix 2: Samples of students’ reflective journals

Journal 1

Hiii My lovely journal ........

Did you know how many our I learned English today? I learned English for 4 hours. Today is very happy day. 4 hours with Mr. G and Miss Gin-Gin never made me bored.

We discuss about “FP1 raids cultural centers, demands end to gay film festival”. We can challenge another groups. We discussion about sex education and moralit that not yet finish.

I liked discussion, it can made we brave to talked in front of our class and in front of all of friends although still mix with Indonesian language.

I hope next week will be better than now.
November 5th, 2010

Today, I learned about massive flooding. And in the article, we know that there was national media report that more than five parents came to the Command post to register their children to be adopted by other people.

The command post has denied it, because they just reported that they adopted a 10-month-old baby who was treated by the Nahine Hospital’s medical team because the baby lost his parents during the disaster that took place last Monday (4/10).

And I’m very sad hear this news, because How about real they parents: when they giving their child for other people? What’s they haven’t love to their child? I understand about they economic but should they be sure that all of need will be fulfill from our GOD.

Excellent! You can tell them your own language.
Today, we learn and discuss about American teenagers who have guns. And what’s the effects. I never knew about this before. And when I saw video clip about that, I really surprised. How come the teenagers like me has a gun and even carrying it to school?

After we discussed about this with our group and a whole class, I started to understand why this happened and I discussed about the positive and negative things about this.

From the very first time I couldn’t find any positive things about this, because gun is very dangerous weapon, not only for kids or teenagers but for everyone. Gun shouldn’t be owned by everyone! Especially teenagers.

I wish I can find more knowledge and the positive things about this tomorrow...

I got more knowledge today. Yeah!!!

Hope I can do more better in every English class because I feel more excited with English lesson every week.
NOV 4th Thursday

Today we learn about wasiir flooding. I think this lesson is interesting. Because I like to talk about calamities. In wasiir there was a huge flooding. Many people house destroyed. And many people killed and missing.

There was a baby which lost his parent on that flooding. And there was a family that was concerned and adopted the baby. Because of that many families want to register their children to be adopted by other families. Because they would be in worse economic shape.

When I heard about the news, I feeling so sad because how they feeling? It must be so terrible.

Actually today we will continue to watch a movies, but because the school. SO SAD!

I like the way you retell the news in your own language. Good job!
Appendix 3: Critical-literacy checklist questions\(^\text{18}\) for each lesson

Lesson focus: Homophobia and respecting diversity

<table>
<thead>
<tr>
<th>The four dimensions model of critical literacy</th>
<th>Is it evident?</th>
<th>Examples of students’ responses</th>
<th>Not evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrupting the commonplace</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| How are homosexual people positioned and constructed in the Indonesian society? 
  Whose perspectives are considered as more important in the text? |                |                               |             |
| Identify multiple perspectives               |                |                               |             |
| Can you identify multiple perspectives from the text? 
  Can you identify reasons why someone may be homosexuals in their sexual orientation? 
  Whose voices are heard? 
  Whose are missing? |                |                               |             |
| Considering socio-political issues           |                |                               |             |
| Challenging unequal power relationships      |                |                               |             |
| How do limited job opportunities for homosexual people relate with a larger socio-political issues? |                |                               |             |
| Taking social actions                        |                |                               |             |
| Questioning the practice of privilege and injustice |                |                               |             |
| What actions will you take based on our discussions of the text? |                |                               |             |

\(^{18}\) Modified from Van Sluys K. et al. (2006).
Lesson focus: Guns and Juvenile Violence

<table>
<thead>
<tr>
<th>The four dimensions model of critical literacy</th>
<th>Is it evident?</th>
<th>Examples of students’ responses</th>
<th>Not evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrupting the commonplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are people positioned and constructed in the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose perspectives are considered more important in the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify multiple perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you identify multiple perspectives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose voices are heard? Whose are missing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considering socio-political issues</td>
<td></td>
<td></td>
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<tr>
<td>Challenging unequal power relationships</td>
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<td></td>
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<tr>
<td>Taking social actions</td>
<td></td>
<td></td>
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<tr>
<td>Questioning the practice of privilege and injustice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What actions will you take based on our discussions of the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson focus: The natural disasters

<table>
<thead>
<tr>
<th>The four dimensions model of critical literacy</th>
<th>Is it evident?</th>
<th>Examples of students’ responses</th>
<th>Not evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrupting the commonplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are three disasters positioned and constructed in the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which natural disaster is considered as more important in the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify multiple perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you identify multiple perspectives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose voices are heard?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose are missing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considering socio-political issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging unequal power relationships</td>
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<td></td>
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<tr>
<td>Going beyond personal attempts to understand the socio-political system to which one belongs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Taking social actions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning injustice and social welfare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is language used to maintain domination?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What actions will you take based on discussions of the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: Coaching points to analyse and reflect on our teaching\(^19\)

1. Observe and analyse students’ behaviour
   - In general what is your impression of this lesson?
   - Was there any behaviour from particular students during discussions? What type of behaviour?
   - How did students respond to your lesson?
   - Did they have any difficulties with any particular tasks (reading, writing, discussion)?

2. Help teachers to learn about the impacts of our pedagogical decisions on the students’ learning
   - Why did you decide to choose this particular text?
   - How did you expect the students to respond to this text? Was this lesson successful? Which aspect went well, and which did not?
   - Did you make any changes to your plan in this lesson? In what way, if any, did students’ responses change your plan in this lesson?
   - If you were to take this lesson today, are there any changes you would want to make?

3. Deepen teachers’ understanding of the critical literacy process. Note that both the teacher and I refer back to the four dimensions model checklist questions (see Appendix 3) for a specific critical literacy focus and use the following points for a more general focus.
   - What do you think students learnt from the lesson today?
   - What strategies did you implement in your lesson to help students achieve the critical literacy dimensions?
   - How did students demonstrate the critical literacy dimensions? What supports did you provide?

4. Reflect on our own learning
   - What did you learn from this lesson?
   - Based on this lesson, what changes or modifications do you think you might make in the next lesson?
   - How does analysing the lesson in this way like this help you reflect on your own practice?

\(^{19}\) Adapted from Lyons and Pinnell (2002, p. 164).
Appendix 5: Samples of observation notes by Andra on the first modelled lesson (Gender Representations)

Students greeted the teacher. They looked curious on what they would learn today. The last meeting we asked students to watch some advertisements on television or other media. Mrs. Gin Gin asked them to talk about what they had observed. Then the discussion went on to define what “beauty” is. Students were very active, they gave opinions in mix their language of English and Indonesia. We also talked about what “stereotypes” means, students started to think critically. Then we reminded them about a list of questions we talked about previously. Mrs. Gin Gin asked them to look at those questions when we had discussions. Students were curious in the discussions. Then we played the advertisement in the class using my laptop. Students looked happy to see this because they knew the advertisement.

Appendix 6: Sample of observation notes by Andra on the second modelled lesson (Homophobia)

Students seem happy to see Mrs. Gin Gin. She chatted about their holidays, and we videotaped the lesson. I distributed the journals for them to write at the end of the session. Mrs. Gin Gin started the lesson by asking them things that are going on in our country, emphasizing on ethnic clash, and had discussions on why they happened. Students gave answers like “misunderstanding”, etc.

I helped Mrs. Gin Gin to distribute some pictures taken from today’s headlines. First, a bus which was very damaged by a clash in Jakarta yesterday. Second, a group of young men arrested by police at police station. Mrs. Gin Gin asked them why they happened.
After the discussion, we also showed a homosexual picture. Students were very noisy in the beginning. They were surprised to see this kind of picture in the class. We asked how they felt, and students said “not normal”, “have no religion”, “disgusting”, “weird”, etc.

Before the break, we distributed an English text from *the Jakarta Post*. We asked students to work in groups. We looked at the title, picture, text under the picture, and translated the text. Some students did not know some words.

To check that students understood the text, we asked questions in each paragraph. After this, we asked students to ask each other. They were very enthusiastic. They seemed to enjoy the activity. After the bell rang, students still wanted to continue the discussion. They were very happy. Mrs. Gin Gin taught students to listen and respect each other. I saw students who were quiet in my class, they were active today.

Then we had role play. Some students were very excited. The class became very noisy. There were seven groups in the class. They played role as policeman, event organiser, and other groups appeared in the text. Discussion went very hot! Quiet students started talking now.
Appendix 7: Images from the ladies deodorant advertisement in the lesson focused on gender representations

## Appendix 8: Samples of students’ writing and grammar at the regular test

<table>
<thead>
<tr>
<th>Scores</th>
<th>Total number of students in each level</th>
<th>Sample answers on Writing test</th>
<th>Sample answers on Grammar test</th>
</tr>
</thead>
<tbody>
<tr>
<td>High scores: 12-14</td>
<td>18</td>
<td>Ni Luh represents students who achieve the highest score (14).</td>
<td>Students at the highest score mostly produce correct answers in relation to inserting the present tense grammar into the sentence from the “Crocodiles” text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>In the first place, its shade gives the protection from the dessert Sun.</em></td>
<td>Sample answers: <em>Are</em> <em>Have</em> <em>Are</em> <em>Belong</em> <em>Are</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second, basket, ropes and threads are made from its fibres.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additionally, boats, ropes and fences are made from its wood.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Furthermore, its fruit is an important food.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The juice is also a delicious drink.</em></td>
<td></td>
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<td></td>
<td></td>
<td><em>Finally, tender leaves are eaten as salad.</em></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Last of all, in fact no part of the tree is wasted.</em></td>
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<tr>
<td></td>
<td></td>
<td>Septi represents students with a very minor ‘mistake’ in rearranging the words (underlined) regardless the fact that the sentence is meaningful, thus her score was 13. See Ni Luh’s answer for comparison.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>In the first place, its shade gives the protection from the dessert Sun.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second, basket, ropes and threads are made from its fibres.</td>
<td></td>
</tr>
</tbody>
</table>
Additionally, boats, ropes and fences are made from its wood.  
Its fruit is an important food. (Note: ‘Furthermore’ is needed in the beginning).  
The juice is also a delicious drink.  
Finally, tender leaves are eaten as salad.  
Last of all, in fact no part of the tree is wasted.

<table>
<thead>
<tr>
<th>Medium scores: 9-11</th>
<th>10</th>
<th>In the medium score range, students mostly fail at rearranging words into the right order. Kinan represents students who produce inaccurate sentence structure (underlined).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In the first place, its shade gives the protection from the desert Sun.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second, basket, ropes and threads are made from its fibres.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boats are from ropes and fences additionally its wood.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Furthermore, its fruit is an important food.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The juice is delicious also a drink.</td>
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<tr>
<td></td>
<td></td>
<td>Finally, tender salad are leaves eaten.</td>
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<tr>
<td></td>
<td></td>
<td>Last of all, no part of in fact the wasted tree is wasted</td>
</tr>
</tbody>
</table>

Is
Has/Have

Similar to higher scoring students, at this level the majority of students answer the grammar test correctly.
| Low scores: 6-8 | 5 | Most students in the lower scoring range produce incorrect sentence structures with obscure meanings. Sometimes they do not know where to insert the time marker correctly. Salsa represents this group.  

*In the first place, Sun gives shades from the protection dessert.*  
*Second, made fibres from basket, ropes and threads.*  
*Made wood from boats, ropes and fences.*  
*Furthermore, food fruit is important.*  
*The juice a delicious also drink.*  
*Salad finally tender eaten*  
*Last of all, in no tree is wasted fact.* | Most students at this level do not seem to have enough knowledge of the present tense grammar and thus inserted incorrect *to be.*  
*Are*  
*Have*  
*Is* (correct answer: *Are*)  
*Belong*  
*Are*  
*Are* (correct answer: *Is*)  
*Has*  

| Total number of students in the regular English test: 33 | 241 |
Appendix 9: EAL Developmental Continuum used in this study

<table>
<thead>
<tr>
<th>Stage</th>
<th>Standards and progress indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• write short, simple texts</td>
</tr>
<tr>
<td></td>
<td>• write using short sentences/statements; conjunction and references are explicit and repetitive, typical of spoken mode</td>
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<tr>
<td></td>
<td>• use subject-verb-object (SVO) word order in simple sentences</td>
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<td></td>
<td>• use single clauses or coordinating and subordinating conjunctions to combine clauses</td>
</tr>
<tr>
<td></td>
<td>• use common time markers to link and sequence ideas</td>
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<tr>
<td></td>
<td>• link ideas using simple conjunctions, e.g. <em>and</em>, <em>then</em></td>
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<tr>
<td></td>
<td>• use a limited number of advanced subordinating conjunctions, e.g. <em>as</em>, <em>when</em>, <em>until</em></td>
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<tr>
<td></td>
<td>• show logical sequence of ideas or events using simple sequence markers, e.g. <em>First we ..., Then ...</em></td>
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<tr>
<td></td>
<td>• use pronouns and basic referents to maintain cohesion and avoid repetition,</td>
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<tr>
<td></td>
<td>• show varying accuracy in tense, subject-verb agreement and articles</td>
</tr>
<tr>
<td></td>
<td>• use single word subjects</td>
</tr>
<tr>
<td></td>
<td>• use noun-pronoun agreements with few errors</td>
</tr>
<tr>
<td></td>
<td>• use some common irregular past tense verbs correctly</td>
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<tr>
<td></td>
<td>• use imperative form</td>
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<tr>
<td></td>
<td>• use basic qualifiers and quantifiers to express a range of meaning, e.g. <em>very</em>, <em>some</em>, <em>all</em></td>
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<tr>
<td></td>
<td>• use time adverbials plus the simple present to show past time</td>
</tr>
<tr>
<td></td>
<td>• rely on phonetic spelling to write unfamiliar words</td>
</tr>
<tr>
<td></td>
<td>• use familiar vocabulary, structures, phrases</td>
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<tr>
<td></td>
<td>• write a text focusing more on meaning than grammatical accuracy</td>
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<tr>
<td></td>
<td>• overgeneralise spelling patterns</td>
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<tr>
<td>2</td>
<td>• begin to write some compound and complex sentences</td>
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<tr>
<td></td>
<td>• link ideas using a range of basic conjunctions, e.g. <em>since</em>, <em>because</em>, <em>so</em>, <em>before</em></td>
</tr>
<tr>
<td></td>
<td>• use a range of reference items to create cohesion, e.g. <em>he</em>, <em>they</em>, <em>these</em>, <em>it</em></td>
</tr>
<tr>
<td></td>
<td>• use prepositions with varying accuracy</td>
</tr>
<tr>
<td></td>
<td>• use subject-verb agreement with some accuracy</td>
</tr>
</tbody>
</table>

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21 Modified from the EAL Developmental Continuum (DEECD, 2009, p. 1-32)
| 3 | have sufficient control of key linguistic structures and features to write cohesive texts for a range of purposes
|   | use English grammar appropriate to text type, e.g. consistently use past tense when recounting a past event
|   | use basic knowledge of English grammatical features at the sentence level to argue and persuade, describe, classify, explain, give instructions
|   | use a range of grammatical features with some confidence, e.g. compound, complex sentences, tenses, noun phrase, modality and modification
|   | demonstrate some control over key grammatical features, such as verb forms, passive voice, conditionals
|   | use a range of expressions to qualify opinions, e.g. may, might, common formulaic expressions, such as ‘in my view’, ‘I believe’
|   | use appropriate abbreviations, key words and paraphrasing when taking notes with extensive teacher assistance
|   | construct extended sentences using simple relative clauses and a range of common conjunctions
|   | spell words with increasing accuracy.

| 4 | use knowledge of the English grammar system as comparison/contrast, cause and effect, problem solving, hypothesising, and probability
|   | write a range of extended texts following the structures and language features appropriate to the text type
|   | use developing control of appropriate grammatical structures to broaden the ways to analyse, argue, persuade, describe, classify, explain, in appropriate text types
|   | write showing a control of a wide range of grammatical features although some minor errors may be evident
|   | write with an increasing control over fluency, although some minor errors in accuracy may be evident
- use an extended range of cohesive devices to improve fluency, e.g. connectives such as *however, nevertheless, although, finally, in my view, and prepositions and pronouns*
- use relative clauses and adjectival expressions for descriptive purposes
- include a wide range of modals
- use common linking expressions, relative clauses, conditionals, time sequence references, modals, present and past tense with increasing control
- combine simple sentences into complex sentences and show embedding of language in common structures, e.g. clause reduced to a phrase