



**CULTIVATING CRITICAL CONSCIOUSNESS
OF STRUGGLING READERS IN
A CULTURALLY DIVERSE
EFL CONTEXT**

BY

THIDAWAN WICHANEE

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY IN ENGLISH LANGUAGE STUDIES
DEPARTMENT OF ENGLISH AND LINGUISTICS
FACULTY OF LIBERAL ARTS
THAMMASAT UNIVERSITY
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DISSERTATION

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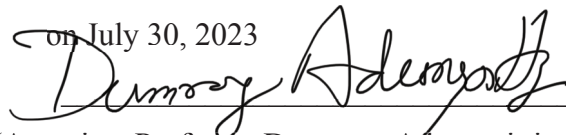
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the degree of Doctor of Philosophy

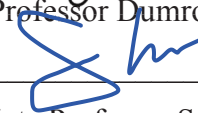
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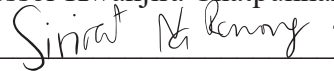
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Dissertation Title	CULTIVATING CRITICAL CONSCIOUSNESS OF STRUGGLING READERS IN A CULTURALLY DIVERSE EFL CONTEXT
Author	Thidawan Wichanee
Degree	PhD in English Language Studies
Major Field/ Faculty/University	English Language Studies Faculty of Liberal Arts Thammasat University
Dissertation Advisor	Associate Professor Saneh Thongrin, Ph.D.
Academic Year	2022

ABSTRACT

This study aims to cultivate EFL students' critical consciousness through critical dialogue-oriented reading instruction and to investigate students' self-evaluation on critical consciousness. The framework of this study derived from 4 models; Dialogic model (Rungwaraphong, 2019), Critical Literacy model (Lewison et al., 2015), Critical consciousness assessment (Schneider, 2019), and Critical Dialogue (Shor & Freire, 1987). The study combined a mixed method design with action research concept and carried out for 16 weeks which covered the entire 2nd semester of academic year 2021. The participants were 30 students majoring in English and enrolled in a Fundamental Reading and Writing course, 7 of them participated in the interview session at the end of the study. The instruments implemented in this study were divided into 2 categories. Quantitative instrument was a questionnaire designed with a 5-likert rating scale and reading comprehension test. Qualitative instruments included open-ended parts from questionnaires, observation field note, interview transcripts, and students' reflective journals.

The findings were drawn out into 3 points as follows. First, student reading ability was enhanced from reading comprehension to reading with critical perspectives. The reading ability was congruent to Bloom's revised taxonomy (Anderson, Krathwohl & Bloom, 2001). The participants performed reading comprehension through the comprehension worksheets and the activities which

mainly assess their learning outcomes in terms of remembering and understanding. Also, the participants were able to reach the higher-order thinking levels since they achieved the ability to implement the ideas from the texts to the relevant areas as well as raising problems found in the reading texts and produced the meanings from their own perspectives. These abilities are consistent with the learning outcomes in aspects of applying, analyzing, evaluating, and creating. The engagement between students' and critical literacy supported students to read the texts beyond the linguistic level. Second, the critical consciousness was cultivated through the critical dialogue-oriented reading instruction. The cultivation occurred in forms of the awareness to social relation and power, the reflection on ongoing circumstances and living conditions, and the action against injustice. By the critical literacy framework, the students were encouraged to tackle injustice by accounting their local and cultural issues to combine with the text discussion and they arrived at the stage of being able to transform the injustice situations into more just ones. Third, the students held positive attitudes towards critical dialogue-oriented reading instruction. The horizontal, democratic, and supportive classroom allowed students to freely express their cultural identities and ideas when interacting with reading texts. The implications suggest the contributions of the model in this study to implement in classrooms of students with diversity in order to foster them to be critically aware learners who learn language with critical perspectives.

Keywords: critical consciousness, critical literacy, critical dialogue, reading ability, struggling readers

ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude to my supervisor, Associate Professor Dr. Saneh Thongrin for her great support in all steps of the completion of this dissertation, and for believing in my potential along this journey. Also, I am grateful for my supervisor that she encouraged me to pursue my work with critical perspectives which I could widely further apply to my professional areas and my educational inquiries in the future.

Moreover, my sincere gratitude goes to my dissertation committees: Associate Professor Dr. Dumrong Adunyarittigun, Assistant Professor Dr. Kwanjira Chatpunnarangsee, Assistant Professor Dr. Sirirat Na Ranong, and Assistant Professor Dr. Lugsamee Nuamthanom Kimura for all the insightful and constructive comments which broaden my research into multifaceted perspectives.

I would also like to thank my chairman and colleagues for their morale boost and support, especially, when I required an extra help on those days that I had to concentrate on my study. Without their positive disposition, this dissertation would never been accomplished. Along with these fellow colleagues, I would like to thank all my participants for contributing their time for this study. I would also like to express my special thanks to my fellow classmates for stimulating discussion and encouragement they delivered to me from time to time. In addition, a continuous support from my PhD friends outside ELS program who shared a lot of precious and difficult moments together.

Last but not least, I am grateful for my family and friends for being there for me every time I needed them. I could not complete this dissertation without their motivation and encouragement. Particularly, I am thankful for my parents, Mr. Thanu Wichanee and Mrs. Dawrueng Wichanee for giving me faith and strength throughout this journey. Finally, I would like to massively thank my husband, Mr. Thanas Siasakul for his understanding along my walk throughout this endeavor. Without his support, I could not fully spend all my energy and mind to this dissertation.

Thidawan Wichanee

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CHAPTER 1

INTRODUCTION

1.1 Rationale of the study

In this modern era, the transition of people all over the world has caused a rapid change in globalization alongside the growth of business and industries. People need to communicate with others in order to share ideas, thoughts, feelings and views. This phenomenon posits English to be a lingua franca, a language being used among people who carry different mother tongues or non-native English speakers from the expanding circle (Seidlhofer, 2005 & Jenkins, 2009). Furthermore, the concept of English as a lingua franca (ELF) has been defined that English is a communicative language being interacted between two or more people with various lingua cultures who share neither common mother tongue nor common culture (Firth, 1996; Seidlhofer, 2004). Also, the roles of English can be related to the concept defined by Kachru (1992) through the concentric circles where the different roles of English are situated. The inner circle, located countries where English is used as the first language, whereas English is used as a second language in the outer circle due to the colonization and language imperialism from history (Phillipson, 2012) and the last circle, the expanding circle where English is considered to be taught in institutions as a foreign language. Evidently, English has its special roles in various facets and areas, education is included (Crystal, 2003). As a result, the need to learn English has been increasingly promoted throughout the world, educational institutions in particular.

Due to the rapid change of globalization as mentioned earlier, technology has created and elicited a great amount of information, English has been used in the texts both printed and online. Moreover, reading texts seem to be the main part of students' lives. Reading skills are therefore the viable means and are required to master learners' perceptions toward the reading texts appearing in their everyday lives (Harmer, 2007). Reading skills also assist students to acquire knowledge, expand their thoughts, and apply to the fields related to their interests. For that reason, teaching reading English becomes essential to foster language learning. It has long been evident that teaching reading in English as a foreign language (Hereafter EFL) context

displays the outperformed teaching reading comprehension through the use of multifold reading strategies. Improving reading ability in EFL students has been conducted in quite a number of studies and the benefits of reading strategies to enhance reading comprehension ability have been raised as results. For instance, Wichadee (2011) reported that the use of metacognitive strategy pushed students' reading comprehension to be significantly higher than before the experiment. In the same way, Chanprasert (2018) revealed results from the study that the implementation of metacognitive reading strategies assisted undergraduate students to understand texts better, while students' reading performance was also improved significantly. Likewise, reading ability development has been claimed to be improved by using various kinds of metacognitive strategies, as stated through the study of Thongwichit (2018) that successful readers tended to apply metacognitive strategies to their reading practices more than less successful readers who faced the hindrance in their reading achievement for not utilizing metacognitive strategies adequately.

Existing teaching processes tended to rely on the reading techniques to serve the purposes of reading comprehension: skimming, scanning, metacognitive strategies, and other reading strategies with the focus on meanings and ideas from texts (Gorsuch & Taguchi, 2002; Cubukcu, 2008; Akkakoson & Setobol, 2009; Karbalaeei, 2011). The trained students are able to possess the reading abilities since reading comprehension facilitates their learning by engaging them to implement their reading skill to gain meaning from texts, and they successfully accomplish the goals of reading at last. Thus, the implementation of reading strategies in classrooms encourages students to improve their reading ability which benefits their learning and to explore the outer world through reading texts.

Regarding reading texts, as mentioned by McLaren (2005) that 'information and knowledge are always socially constructed.', it can be claimed that teaching reading provides inevitable engagement between students and social issues presented in texts and the issues may come from the milieus they are based on. In this vein, Thongrin (2018) states that the sole focus on language skills is inadequate, and cultural identities should be involved in classroom practices. With this respect, students would be performing their reading performance as critically aware readers

who are able to achieve reading comprehension ability and move beyond to more critical aspects.

To reach that end, critical pedagogy is considered as a teaching method to implement in EFL reading classrooms in order to help students to read more effectively and step further to develop the awareness of how information and knowledge is selected and presented as well as moving towards raising questions to the texts and engaging in reflection and action (Naiditch, 2015). Critical pedagogy (Freire, 2002) is the concept that encourages students to gain critical self-consciousness and social awareness through teaching taken as political act (Giroux, 2007). The pedagogy yields space for the students to actively engage in their learning mechanism by accounting their needs, interest, and lived experiences into practices. In other words, critical pedagogy shifts the instruction from being passive into being active since students are capable of posing questions to comprehend the reality in texts as well as putting ideas into text critiques with reflective thoughts and action. Critical pedagogy drives students to be critical within their own critical consciousness (Freire, 2002). This concept orients individual learners to realize social practices in real life, such as politics, racism, social classes, cultures and so on, in order to change their life conditions for the better (Aliakbari & Faraji, 2011).

Teaching students to read texts using their funds of knowledge to interpret the meaning of text is conformed to the concept of critical literacy (Luke, 1997). The concept encompassed by critical pedagogy which refers to literate practices where students can reveal biases, dominant ideologies, power, and other social factors that are embedded by authors. Students are able to expand their thought boundary to meet with the text production, instead of learning passively to the information presented in texts. During their reading process, students developed the ability to analyze how power is expressed in written texts and ultimately established their own interpretations of values and solutions to unfair situations (Janks, 2000; Luke, 2004). This implies the inquiry that students are able to build by making connections through critical literacy practice. Essentially, critical literacy adores students' funds of knowledge as it is taken as the basis of instruction in order to account students' personal and cultural resources to classroom settings (Moll et al, 1992; Lewison we

al, 2002). In this sense, content in reading classrooms should be derived from students' needs and interests based on their cultural sources.

Furthermore, critical dialogue plays as a main tool to help students to read with critical eyes. Critical dialogue is tied in with critical pedagogy, where teachers and students have interaction in class through the free use of dialogue. Students realize their rights to pose their own problems. As Freire (1970) reassured, dialogue begins with voices, carrying equal weight between teachers and students. There are some studies to insist on the benefit of critical dialogue that drive students to be critical. A study with its focus on teacher collaboration via dialogic education proposed that students found value themselves as readers through the conversation used in their reading processes and they could make meaningful readings as they construct their understanding based on their lived experiences (Kim, Liwanag, Henderson & Duckett, 2014), supported by Cho (2010) that students' authority can be derived from their own experience when they are able to connect the target situation to their real world. In reading activities, the critical question should be proposed to urge students to think critically about the holistic ideas being conveyed by authors. Consequently, in reading class, critical dialogue under the concept of critical pedagogy seems to facilitate students' consciousness. Thus, when reading the texts contained social issues, students need the encouragement to think critically in a way they could question the aims of the authors and the texts themselves.

Hence, this study focuses on cultivating students' critical consciousness in EFL classroom by implementing the array of critical pedagogy, critical literacy, and critical dialogue. This study takes student cultural backgrounds to be one of the vital elements in classroom. Students' needs on reading texts draw out social issues implementing in classrooms where their identities and cultural contexts are taken into account in the reading process. Moreover, students will be tackling with reality from reading texts with critical perspectives through critical dialogue.

1.2 Statement of the problems

Nevertheless, the teaching reading which solely focuses on meanings and linguistic competence seems to be inadequate. In EFL classrooms settings, the relevant factors as power of relations, beliefs, values, identities exist in the area

(Purcell-Gates, et al, 2016), and they place teaching reading in EFL contexts to encounter vulnerable in some ways such as political issues, use of materials, class activities or teaching approaches. By all means, the reading instruction itself may impede students from being capable of using English competently in negotiating complex situations in their daily lives as well as perceiving information from texts without critical analysis to read the entire meaning produced by authors. Likewise, EFL readers are from different sociocultural backgrounds, they carry different identities, beliefs, and norms to classrooms. Despite the development of reading comprehension, the students may not understand deeper and genuine meaning presented through linguistic forms in the texts. Accordingly, the teaching process with single focus on literal comprehension unavoidably leads the students to read only the words not to read the deeper and subtle meaning of the texts. The students passively receive the mainstream knowledge from teachers without room or space for their lived-experiences and funds of knowledge to be integrated in instructional processes. This is in line with traditional teaching, a sphere of language practices usually conforms with normative standards in order to drive students to learn language under English native speakers' norms. The integration of lesson applied in classrooms and students' backgrounds such as cultural identities, sociocultural and sociopolitical backgrounds, lived-experiences has not been reasonably taken into instruction design. That is, traditional teaching reading is taken as a process of a passive act of decoding meaning conveyed by the author (Graves, Juel & Dykstra, 2007; Phajane, 2014; Phengsuai & Suwannarak, 2020). Thus, a sole focus on linguistics presentation, students rather engage passive learning method than association in reflection or debate (Larking, 2017). Passive studying method tends to dismiss students' cultures and lubricates silence in classroom where students' voice should be heard. This type of teaching is repeated in the so-called concept of education 'Banking education' (Freire, 2002), where a teacher introduces himself or herself to students as the knowledge giver, and considers students as a bank where he or she deposits the knowledge to students whose lived-experiences and funds of knowledge are neglected. Freire also stated that this approach will never encourage students to be critical in reality. Such the approach impedes students to think beyond the issues or profoundly analyze the situation they are encountering in their own contexts.

The concept of Banking Education can be related to the researcher's context in a number of ways. As this community university is located in the Northeastern part of Thailand and the students are from multiethnic groups. The diversity is expressed through language, way of livings, beliefs, norms, and social contexts. The students in this area bring those distinctive features to classroom; they share mutual subjects and social practices. To elaborate, Sakon Nakhon province is an area where pluralism, and diversity of identities exists, the individuals perform the way of lives based on their distinctive norms, cultures and values embedded in their own ethnic groups. Keyes (2013) proposed the concepts of Northeastern individuals that they reflect themselves with low self-esteem with modesty as their beliefs are placed on the notion of dominant power from centralism. The way of lives has geographically subjected to farming, raising animals, or fishery for their livelihood (Alexander & McCargo, 2014). For instance, individual from families of farming seem to be flexible since the period of growing and harvesting last for five to six months whereas those who earn from fishing and raising animals need to be more active since their work has to be finished day by day. These living conditions explain the individuals' behavior and performance derived from their sociocultural and socioeconomical backgrounds which has been passed on from generation to generation.

Similarly, students in the community university are from different ethnic groups such as *Phu Tai*, *Yo*, *Kaloeng*, *So*, *Lao* and so on. This assembly affects their beliefs and style of learning. As an example, proposed by Petchkam (2018) that *Phu Tai* are viewed as confident, diligent, and more independent than others of ethnic groups, meanwhile, *So* presents their identity in forms of shy, reticent, and diligent characteristics with the completely different linguistic representation. Cultural characteristics, thus, influence students' textual interpretation due to the differences of students' backgrounds on sociocultural and sociopolitical aspects including their cultural environments and lived-experiences (Shumin, 2002; Yulianto, 2015).

As a matter of fact, diversity in reading classroom seems to provide various ideas and multifaceted perspectives towards reading activities, yet the students have been constantly struggling in their reading in ways. Reading comprehension has been an issue in reading instruction since the students have several

difficulties in their learning process. Insufficient vocabulary is recognized as a very first common difficulty found in reading instruction, the students are not able to differentiate various meanings of the same words and they tend to misunderstand real meanings of sentences. Especially, in classrooms where indigenous languages are broadly spoken, the students express their confusion to terms they are not familiar with. The students could not comprehend the texts effectively with limited vocabulary knowledge for texts contain synonyms, or sentences with various connotations (Nuttall, 2000).

Also, text complexity is one of the difficulties that the students face in their reading process. The insubstantial knowledge on forms of sentences and ways of writings impedes the students from text comprehension. As they are limitedly exposed to texts in various styles of writing and types of texts, they are not able to decode the meaning of the texts proficiently when they interact with the unfamiliar writings. Zhou (2011) asserts that complexity of text can confuse learners who do not hold adequate experiences of reading texts in multiple types.

Another factor that exacerbates students' reading process is material use in terms of reading texts. It, in fact, causes difficulty for students to comprehend the texts and to go beyond the linguistic features to meet with literal understanding where they could go beyond to see the hidden meaning and the reason behind text construction. Although, mainstream knowledge is vital in reading classroom since it exposes the students to the world outside, the students could not enable themselves to the lesson without the agency to mediate their background knowledge to the content being introduced. Together with the Native-norms embedded in materials, the students obstruct with meaningfully decode the reading texts.

Apart from reading comprehension issue, students are also struggling in moving from literal comprehension level to critical level where they could gain the ideas of the texts and investigate how information is selected and presented alongside with the interaction to co-construct the knowledge from reading the texts. In EFL reading classroom, the students tend to hold hesitation when reading the texts. They retain a reluctance to meaningfully questions the texts with biases and have an inclination to accept the ideas and ideologies which presented in the texts. Moreover, the students are not able to relate their lived experience to the text or even the

discourse in classrooms as well as they could not raise their questions toward the texts when the content therein may threaten their thoughts and minds. This phenomenon could finally lead them to be uncritical readers

There also lies the mismatch between students' cultural identities and classroom instructions. The instruction of English has focused on the native standard as a model, with students being anticipated to achieve merely linguistic competence. The students are not provided with the space for them to bring their funds of knowledge and their identities to be part of instruction, they rather adopt the whole concepts they gain from reading. Also, materials are derived from normative standards which lead the students to conform with western norms. The students may lose their own cultural identities and become uncritical through the use of materials or even the approaches of discourse in classrooms (Boriboon, 2008). By following the directions from textbooks which are produced by western norms, students engage with the one-sided ideology presented through the discourse in textbooks. Thongrin (2018) asserts with the problem found in material development that the model of native norms (e.g., American English, British English or Australian English) may not assist students of Asian descent who were born and raised with different sociocultural views.

However, studies on EFL reading in non-English environments are burgeoning, yet they rarely investigate teaching methods that consider a cultivating critical consciousness into local classroom practices (Lankshear & McLaren, 1993) where multiethnic groups of students exist and their diversity affect their process of learning. This study intends to bridge the gaps by cultivating students' critical consciousness through a justification of critical dialogue (Shor & Freire, 1987) and critical literacy (Lewison et al, 2015). These 2 elements assist students to unveil power and ideologies representation in texts and are aligned with 4-stage-reading instruction (pre-reading, while-reading, post-reading, and beyond-reading) (Rungwaraphong, 2018). In addition, the researcher also provides discussion of reading ability development together with critical consciousness cultivation along the study.

1.3 Significance of the study

This study may shed the light for language teachers who have their practice of teaching reading in EFL classrooms to apply critical pedagogy with critical dialogue in order to promote students' awareness while reading texts in different issues. First, this study prepares students to be critical readers as they can read the texts with critical eyes and propose questions or opinions more broadly as well as the ability to critique the ideas hidden in texts. Hopefully, this study can fulfill existing gap in this research area and be as a guideline for Thai scholars who are seeking the approach to apply in their reading classes. Second, the implementation of social issues in teaching language may help stimulate students to engage themselves with the tasks. The students are able to connect their lived experiences better when it comes to the issues, they are familiar with. Besides, social issues draw out students' realization of social dynamic progressing in reality such as exploitation, oppression, and privileges in their trajectories and they ultimately promote sociopolitical action in ways. Third, the findings could be beneficial for reading material producers to consider the significance of students' cultural identities as the fundamental base before mastering the target language. In the same vein, the material producers can also account social issues such as gender role, politics, feminism, or injustice system into the chapters, to engage students since their voice will be valuable as they are stakeholders.

Finally, the concept of critical pedagogy might be applicable to teaching other skills of English language; listening, speaking and writing. As expanding the area of teaching, critical pedagogy provides critical perspectives for teachers in all areas. They obtain benefits from critical pedagogy to adjust their teaching content to bring in reality to classroom and this kind of attitude can make language classrooms more meaningful. Ultimately, students can achieve the goals of language learning and also being critical citizenship.

1.4 Purposes and research questions of the study

Sakon Nakhon Rajabhat students are from different ethnic groups and they bring distinctive values and cultures to the classroom. Accordingly, the researcher is interested in critical dialogue for developing students' critical consciousness on teaching reading in social issues. The primary purposes of this study

are to cultivate students' critical consciousness and to investigate students' self-evaluation toward teaching reading for developing critical consciousness by using critical dialogue-oriented reading instruction. With the expectation that this study is able to shed light on teaching reading in EFL context by applying critical dialogue to develop critical consciousness, this present study addresses the research questions as follows;

1. To what extent do participants develop their reading ability through teaching reading English using critical dialogue-oriented reading instruction?
2. How can the participants' critical consciousness be developed by the critical dialogue-oriented reading instruction?
3. What are participants' attitudes toward critical dialogue-oriented reading instruction?

1.5 Definition of Terms

Critical consciousness is an understanding on social conditions aiming at human cognition not to be controlled by their surface of understanding on reality (Freire, 1974). Critical consciousness can be assessed by a three-factor model of Schneider (2019) (See Chapter 2) which focuses on critical awareness, critical reflection, and critical action.

Critical awareness refers to the ability to identify inequalities in forms such as dominant power, norms, and ideologies which exist in reading texts and in daily life.

Critical reflection refers to the ability to examine all aspects of topics from different perspectives and the ability to reinforce individuals' behavior to act against inequalities.

Critical action refers to the ability to analyze social situations and act against existing inequalities as well as advocate injustice in various ways.

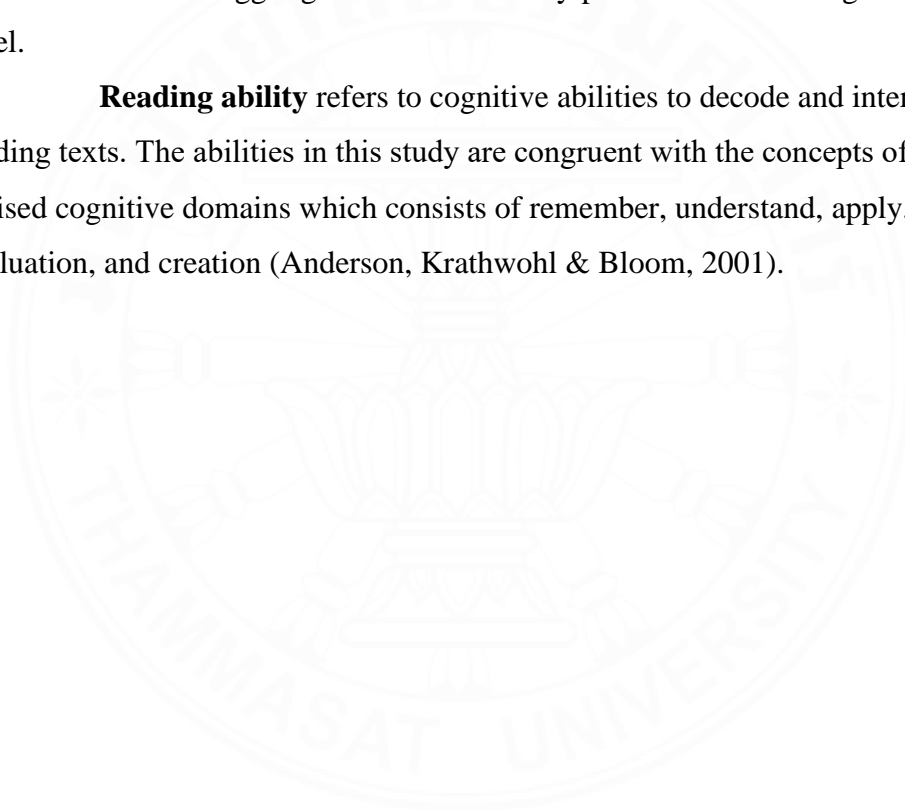
Critical dialogue refers to the approach to equalize the rights of members to be able to negotiate when it comes to injustice or to account for voices from different aspects. Critical dialogue is the main tool in this study to urge students to be democratic and possess self-awareness through constructing conversation in free space.

Social issues refer to topics or issues which affect individuals' lives within society. They can be topics from past or present as the concepts are consequently relevant to ongoing problems of today.

Reading texts are online and printed written works conveying meaning from different authors. They can be extracted from websites, blogs, social platforms, textbooks, or magazines.

Students are first year students, majoring in English and carry distinctive backgrounds from their ethnic groups based on the northeast area of Thailand. They are considered as struggling readers due to they perform their reading ability at a low level.

Reading ability refers to cognitive abilities to decode and interpret reading texts. The abilities in this study are congruent with the concepts of Bloom's revised cognitive domains which consists of remember, understand, apply, analyze, evaluation, and creation (Anderson, Krathwohl & Bloom, 2001).



CHAPTER 2

LITERATURE REVIEW

This chapter defines and illustrates the concepts of reading instruction and approaches to reading instruction. It also explains the critical pedagogy concept which draws the explanation of critical literacy, parallel to the implementation of critical dialogue, the main tool of this study. The theoretical frameworks of critical literacy and dialogic reading instruction are also depicted with regard to the study of developing students' critical consciousness. Moreover, the previous studies are categorized into groups of concepts and are presented in tables. The review of study mainly emphasizes on the implementation into students' in EFL reading classroom contexts. The final part portrays the conceptual framework in this study; there situated critical dialogue concepts, dialogic reading instruction, four-dimension framework, and critical consciousness assessment.

2.1 Concepts of Reading in English as a foreign language context

2.1.1 Definition of Reading

During the centuries that reading has been broadly discussed, several scholars have defined reading from various perspectives. One such perspective is the understanding that readers need to achieve comprehension. Reading is viewed as an understanding of the written texts, the linguistic feature is decoded based on the means that the author took to produce the texts (Rumelhart & Zipser, 1985). According to McNeil (1992), the readers' comprehension relies upon prior knowledge about the text coming into play. The prior knowledge of readers toward the text boosts constructing comprehension by interpreting the texts.

Another perspective of reading points to the interaction between readers and texts. Anderson, Hiebert, Scott, and Wilkinson (1985) defined the meaning of reading as the written texts which convey the meaning through the reading process, thus the interplay between readers and texts should occur while reading. In addition, Wolf (2007) defined reading as a text being interacted on by the nervous system and the mental act of the readers which interacts with the texts. Similarly, Mikulecky (2008) proposed that reading is a form of both conscious and

unconscious processes, since readers interact with their perception of the text, and they automatically connect their background knowledge with the text. In the same vein, regarding the concept of reading as an interactive process (Grabe, 1988), reading is defined as the process of communication when the readers attempt to grasp the ideas from the written texts by decoding, translating, or interpreting the texts (Adams & Collins, 1985). Reading reflects itself as a kind of dialogue between readers and the texts. In this regard, the interaction in forms of communication occurs when the readers are involved with the texts to arrive at the understanding of the main ideas from texts.

From the mentioned definitions, at a basic level, reading is a skill that requires readers to possess the ability of decoding, readers can apply the alphabetic principle to their readings to unwrap the meaning behind sentences. Additionally, readers need to carry grammatical knowledge such as vocabulary skills and grammar skills to comprehend passages or narratives to unfold the hidden gist. However, reading English as a foreign language (EFL hereafter) requires more kinds of operations such as culturally oriented activities, critical discussion, self-reflection, for instance. Also, EFL readers may not comprehend texts on account of the relevant factors, such as limited experiences on reading various texts, learners' autonomy in reading, first language, second language, prior knowledge, and metacognitive knowledge (Pasaribu, 2017; Seedanont & Pookcharoen, 2019).

Consequently, readers must employ intricate skills to decode the texts. Due to the motivation that drives readers to understand texts, the relation between the texts and readers' backgrounds is crucial in using their knowledge to connect with passages in the texts. As an aforementioned condition of reading in an EFL context, meaningful reading should include beliefs, values, and power relations to serve EFL readers who are from different sociocultural backgrounds (Percell-Gates, et al, 2016).

To sum up, reading is the skill of interaction between readers and texts. Simultaneously, the readers should be capable of decoding what they are reading in terms of language features, while comprehension to extend the meaning hidden in the texts should also be applied in the process. Nevertheless, teaching reading in EFL areas is dealing with diverse readers with differing background knowledge and experiences, including diversity in race, class, disability, and religion. Consequently,

various types of reading strategies should be appropriate to EFL readers to facilitate realization of the ideas they get from the texts, and to be fully aware of what they are reading.

2.1.2 Approach to and Methods of Reading Instruction

Reading is an indispensable skill for learners to master knowledge from reading online and offline sources. However, reading instruction for second language learners encounters some limitations (Grabe, 2004), and so an analysis of sub-skills becomes a main point of study both in first language and second language, where cognitive elements should be highlighted (Thongrin, 2014). In this sense, reading teachers, at the very least, should understand how learners read and fully understand the texts they are encountering. To reach this end, certain approaches to reading instruction are crucial in that teachers need to understand before planning the instruction to assist learners achieve comprehension appropriately.

Bottom-up model: A traditional model which fosters the readers to use linguistic knowledge. At first, the bottom-up model was defined as a phonic-based model where readers match letters and sounds and move onto words and meanings (Gough, 1972). In the same way, this model was also viewed as a word-by-word decoding process, where the focus is on the small units to the larger units of language. To comprehend the texts, the meaning of words must be engaged with to derive the meanings of the clauses (Anderson, 1994). The readers must interpret the text in sequence and focus on literal comprehension. According to Stanovich (1980), the bottom-up model is a flow process that converts the input and passes it to the next stage with no feedback which could influence the next process or the earlier ones. It can be seen that during reading this model compels readers to read continuously without evaluating how readers process text for comprehension. It is obvious that readers are required to be well-equipped with grammatical knowledge to engage with the texts. The readers are not exposed to meaningful reading since their backgrounds are considered irrelevant to the process. Hence, the different language learning levels of readers might be a limitation of this model. As a concept of the model, it seems deficient in making use of higher-order reading skills, and readers' prior background plays a limited role in interpreting the meaning of texts.

Top-down model: This model tends to rely on readers' prior knowledge that helps readers utilize their background to navigate texts meaningfully. The idea of this model is in contradiction to rote learning, and endeavors to elicit meaningful learning. The readers utilize cognitive strategies in its process, where the readers' background or their global perspectives play a main part in the construction of meaning (Tierney & Pearson, 1994). Readers' thoughts and language are incorporated after their prediction, background knowledge, questions to the text, and assumptions deal with the whole text. Nevertheless, the top-down model requests predictions and assumptions to accomplish comprehension. It might hinder readers who have only uncontextualized background knowledge and thus unfamiliar terms which they should learn might be skipped. This approach has its strength in reading for comprehension. However, top-down approach probably obstructs readers who lack of experiences or world knowledge (Suraprajit, 2019). Brown (2007) mentioned that this approach is viewed as concept-driven and subjected to what the readers bring to their reading process. The readers may not understand the whole ideas of the texts if they are unfamiliar to the concepts in texts.

Interactive model: As reading involves interrelated skills and influences readers' perceptions, their perceptual skills, background knowledge, attitudes, skills of textual interrogation, as well as language knowledge, are engaged within this model. The interactive model is a combination of the bottom-up and top-down models, emphasizing simultaneously linguistic knowledge and the background knowledge of readers. Stanovich (1980) proposes an interactive-compensatory model which grants the weaknesses of top-down model and bottom-up model to compensate each other by their own strengths. Rumelhart (1980) believes that comprehension emerges through the relationship of text structure information and readers' mind while working on reading text and emphasizing the importance of an interactive process where the readers display their ability of literal and meaning comprehension of the text. According to the process of the interactive model, classrooms with a diversity of learners may exhibit an unbalanced distribution between the bottom-up model and top-down model.

From the abovementioned common models, literal capability of learners appears as the crucial role in the reading process, even though it has been simultaneously implicated with cognitive stimulation of readers. Literal knowledge like idioms, cue words, sentence structure, and discourse markers influence reading comprehension (Sukamolson, 1992). In the realm of EFL, reading is having a threshold of learning, and it is even more complex when English is a learners' foreign language, as they might be impeded by their first language or their different global perspectives. Hence, EFL readers may need an approach which suits their individual learning abilities. Another discussion on reading approaches and methods is derived from a study of meta-analyses conducted by Meechaeng (2007). The study thoroughly synthesizes the reading instructions that have been practiced during the decade (1994-2004). The four groups of reading methods that reflect the holistic view of reading instruction are: 1) reading strategies which concern the reading process where learners are encouraged to interact with activities such as reciprocal teaching, think-aloud technique, questioning and note-taking; 2) Text-oriented methods, graphic organizers which enable readers to comprehend the text as well as context-oriented and genres; 3) Specific methods, classroom management focus on dividing learners, text selection and practical texts, cooperative learning, group process, test-taking or content-based strategies, and 4) materials and activities-oriented activities, such as extensive reading programs. It can be seen then, that reading instruction has been managed in various ways from past to present. As reading in today's world is inevitably involved with content full of social oriented issues, as well as the various kinds of value and cultures of the authors, all of which could affect readers' perceptions. Regarding this phenomenon, EFL readers need to move beyond the linguistic elements and comprehension level to achieve their goals of reading with critical eyes (Larking, 2017). As a result, critical approaches should come into play to assist readers to possess critical consciousness while reading to gain deeper insights and comprehension.

2.2 Critical Pedagogy

2.2.1 Critical Theory and Critical pedagogy

Critical theory is an approach to logically study society from many perspectives, exploitation, politics, domination and ideologies. The origin of critical theory emerged during the 1930s - 1940s with the intention to consolidate philosophy and social critique (Bolaños, 2013). Its primary aims are to question power and to overcome all forms of enslaving processes (Fuchs, 2016). The theory administers an interpretation of Marxist philosophy concerning the dominant system which has maltreated people through economic and political imperatives. In 1937, the Frankfurt school became a social and political movement under the lead of the very first group of critical theorists: Walter Benjamin, Friedrich Pollock, Max Horkheimer, Herbert Marcuse, Eric Fromm, Leo Lowenthal, and Theodor Adorno (Corradetti, 2013). A significant moment of critical theory was reached when Horkheimer and Adorno (1972) published the well-known work '*Dialectic of Enlightenment*' and explained the practical purposes of critical theory as to liberate human from slavery and satisfy human needs and powers.

This theory points to the circumstances where humans are dominated by politics, since it mostly involves human interactions where the goal of the theory is a domination-free society. Bolaños (2013) claimed critical theory as a form of critique of human beings and society which attempts to liberate people from oppression and social justice as well as reconstructing social structure not limited only to the middle-class and working-class society. In doing so, critique becomes a main tool for people to interact with the circumstances of injustice in society rather than to succumb to immoral conditions. Likewise, Fuch (2016) highlighted the dimensions of critical theory at the content level which become cultural products. The dimensions refer to dialectical reason which examines realities of class society and the approaches to engage with hidden class-based realities, as well as ontological dimensions which emerged from the reformation of concepts relating to the critiques of domination, and manipulation. Critical ethics, which aim to increase human happiness, especially among the oppressed who confront social struggles, also need to be considered, since people are still suffering from being judged and mistreated by the social structure. This theory challenges hegemony, power, and exploitation by the criticism of

iniquitous social conditions, thus, critical theory is viewed as an appropriate tool to shed light on those oppressed due to inequity in the social world of human beings by transforming the circumstances.

As mentioned earlier, the main purpose of critical theory is to emancipate people from the economic and political situations that oppress them. For this reason, the theory recruits several concepts in various fields, such as postcolonial theories, cultural studies, critical literacy. Critical pedagogy, which has its roots tied up with critical theory, has an emphasis on education. The pedagogy originated with the Brazilian philosopher and educator, Paulo Freire, who wrote '*Pedagogy of the Oppressed*' in 1968. Freire questioned power, culture and oppression that affected students in schools. His argument on students being dehumanized by power and cultural politics lead to the concept of critical pedagogy focusing on empowering students who suffer from marginalization to be critical in their confrontation of oppression which has been caused by inequities in society. Moreover, critical pedagogy permits students awareness of their circumstances. His perspective on education contrasts critical consciousness against *Banking Education* through the notions of praxis, dialogic, and problem posing (Freire, 2002). In the same vein, education in critical pedagogy's view is another form of cultural politics and used as an approach to social change and justice (Giroux, 1994). Teaching and learning activities should drive students to be critical in the world of changing representations. This means that instruction should allow students' knowledge and social relations to inform their realization of the ongoing situations around them.

Also, McLaren (1988) proposed the definition of critical pedagogy as the thought of the relationships among classroom teaching, knowledge, institutional structure of school and social relations with community by transforming and negotiating. It is more obvious that instruction should be an approach to humanize students to raise their voices toward the circumstances and to build up their consciousness to think critically beyond their social conditions. Later, McKernan (2013) declared that critical pedagogy is the operation of teaching and learning by encouraging students to gain critical self-consciousness and social awareness. In line with Freire's notion of 'conscientization', which according to the Frankfurt school, the occurrence of new rationality and sensibility in the individuals could not be

possible without a radical change of the individual agent of change (Marcuse, 1964). Thus, critical understanding of the society can be developed through critical pedagogy as its potential stimulates students to scrutinize the exploitation, injustice and oppression in both direct and indirect forms.

The purpose of critical pedagogy is to liberate people in the education field by regarding the identity of individuals as they are carrying power, social, cultural, economics, beliefs and political issues. Critical pedagogy is an alternative approach to connect school contexts with social contexts to expand the classroom realm into broader concerns (Pennycook, 2005). Also, critical pedagogy allows students to build up their social skills which encourage concepts of a democratic community from the reflections they make during studying (Wink, 2000 & Kincheloe, 2007). Canagarajah (2005) stated that critical pedagogy is a form of performing of learning and teaching through the ideas and thoughts relating to the major educational goals of is academic success and better living standards; critical pedagogy pushes teachers and students to consider social and cultural contexts to assist in knowledge construction. The collaboration between teachers and students builds the classroom to be a place where students could comfortably raise their voices without fear of making mistakes so as to be brave to live their lives outside classrooms (Dewey, 1933).

Critical pedagogy requires learners to be active learners who possess the ability to learn, apply and process knowledge (Koh, 2002). This means that learners must be responsible for their own learning process, including posing questions, to understand the real meaning of the knowledge being conveyed and to consider whether it is suitable to their needs. In the same vein, teachers in critical pedagogy should be open-minded and truly understand the nature of different students such as ethnic groups, cultures, races or purposes of learning. Knowledge has emerged not only from teachers but also from learners in many ways, especially, learners from different sociocultural backgrounds. As Pennycook and Auerbach (2004, 1995) mentioned that any practice of language learning and teaching is socially constructed and involves politics. As mentioned earlier, classrooms are considered political sites and teachers should see themselves as classroom partners to make the classroom more accessible for students to communicate. Additionally, materials should assist students to maintain their identity while learning other cultures from the

materials. For instance, textbooks disseminated by agents from western countries do not always fit with students' backgrounds (Boriboon, 2004). Culture representation in textbooks should mediate learning, learners may interact with them due to their identities (Hicks, 1996). Crookes (2009) suggested that materials should be re-contextualized to suit the students, that is, material selection concerns many factors such as power hegemony, students' identities, cultural backgrounds, etc.

2.2.2 Dialogic education

Based on the concept of liberatory pedagogy from a well-established dialogue book 'Pedagogy for Liberation' (Shor & Freire, 1987), liberating discourse has been discussed and proposed to teaching realm. The discourse should be shaped by accounting historical backgrounds of individuals so that the communication encourages individuals to be communicative beings. Liberating model encircles instruction to be well-rounded in ways. In teaching aspect, teachers turn themselves into dialogic educators who serve democratic instruction by remaking authority in classrooms through dialogue implementation (Freire, 2000). By rethinking and reconsidering equality in classroom, teachers demystify power in classroom and how power takes place in teaching activities (Bookfield, 2017). In terms of learning process, liberating approach requires classroom to be a space for learners to raise their inquiries and reconceptualize the ideas based on their problem-themes (Freire, 2000) and historical backgrounds. The process helps them to become self-directed and more independent learners (Grow, 1991; Brocbank & Mcgrill, 2007)

Dialogue is a form of tool to cross boundaries between interlocutors, and as a critical work, dialogue fosters the negotiation of dealing with conflicts and constructing relationships across differences. It brings individuals from two or more identity groups with different historical backgrounds to interact with each other (Zúñiga, Nagda, & Sevig, 2002). Dialogic education is one of the stances of critical pedagogy. It is an approach of opening free space for students to raise their ideas. The freedom in dialogues supports students' right to pose their problems and this leads to the liberation of students from banking education as they meet the opportunities to express their ideas instead of solely receiving knowledge from teachers. Several scholars have proposed that it enhance the pupils' cognition, and the premises reassure that dialogic teaching is a concept of learning and teaching through

discussion (Lyle, 2008). Lipman (2003) defined dialogic education as ‘philosophy for children’ while Dewey (1944) named it as ‘transaction’, the interaction in the form of verbal conversation among interlocutors on particular topics. It implies that the conversations gradually cultivate equality in classrooms where teacher - student, student - teacher, and student - student activities take place. Additionally, Vygotsky (1986) points out that cognitive development has a relationship with understanding of thoughts when students learn to think and interest is the centrality of language in children’s development, thus, the focus is on social construction through talks as collaborative interaction with others. Likewise, the work of Bakhtin (1981) ‘*The Dialogic Imagination*’ declares that the term ‘dialogic’ is not merely applied in written work but it is another type of language latently placed in the social practice of discourse which refers to the distinctive actions of authoritative words and persuasive words. Dialogic education permits learners to actively engage in understanding construction by using dialogic interchange. Freire (2000) explains the notion of dialogic education as a way to stimulate the oppressed to speak out their ideas in their own way. He also proposes the three key concepts of dialogic education as 1) the importance of lived experiences of students, 2) the importance of difference making by giving voices, and 3) the importance of teamwork between teachers and learners. Dialogic education fosters students to extend their thoughts as well as teachers’ talks in the classroom. It also fosters students’ self-esteem since they realize they have the right to bring up any ideas to the classes due to the dialogues providing them free space to do so.

In a dialogical classroom, conversation connects teachers and students. Free talks equip students to be critical of lessons they are having or even of problems they might have from their lived experiences. Teachers could posit students’ problems from the real world, and they would be emphasized and solved precisely while students could find new ways to claim authority from their own experience (Cho, 2010). The topics implemented in classrooms would grasp students’ interests, differences, identities, and values throughout the class since teachers in dialogic education regard students’ concerns due to its concepts of classroom practice (Lewison, Flint, & Sluys, 2002). The students can cultivate their critical intellect through the dialogue as the fundamental democratic process (Shor, 1996). In this

sense, students would be treated equally by holding authority to act on the topics which they can get involved in. Dialogic activities help demolish the silence, distorted culture representation, shyness, and one-sided talks from teachers as presented in banking education. The growing number of studies suggest the resilience of this approach to classroom practices as it transforms the assessment to be more practical and realistic (Lyle, 2008). Fecho, Coombs & McAuley (2012) studied the dialogical context to open the area of negotiation to support students to literally mirror themselves in real situations and the researchers found that dialogic approaches involved understanding and trusting as well as providing opportunities to interact with teachers who listened to their narratives. The developed trustworthiness exposes students' thoughts, which lead them to construct questions to form critical discussion and transform their learning process to be more self-autonomous. A study of teachers' perspectives on dialogic teaching also found that this approach systematized the instruction to be authentic with students' satisfaction where they could pose their questions during learning (Rungwaraphong, 2018). As students connect their experiences and backgrounds to the topics introduced in the classroom, they could analyze and critique their ideas toward the given topics. It can be claimed that the dialogic space frees students' thoughts and concept of posing problems and this points to consciousness they have during participating in educational areas.

2.2.2.1 Critical dialogue

Dialogue plays a key role in the praxis of critical pedagogy (Burbule, 2018), it knits cultural, ideological, logical and historical perspectives with individual ideas and is delivered in forms of communication. The interplay between the topic being discussed and the diverse backgrounds of interlocutors become more complex. For instance, people from diverse cultures deliver their notions toward the same topic in various ways and those notions are derived from a variety of experiences. Also, the topics contain political aspects, privilege, and other social-oriented contents. Therefore, the ability to unfold the complexity of dominant discourse needs to be fostered. Otherwise, the interpretation may be distorted, and the communication would be meaningless in the way that one cannot see competing narratives and remain submissive readers.

Critical dialogue is the approach of introducing problem-posing concepts to equalize the rights of all members and to construct awareness to hegemonic factors, with the aims to promote action accordingly to lived circumstances (Cho, 2010; Freire, 1970; Kauffman, 2010; Kincheloe, 2007; Lukinbeal & Allen, 2007). As in the statement proposed by Schein (1993), critical dialogue is the continuing interrogation towards ambiguities, practices, and assumptions that happen in everyday life. The concepts convey that the dialogue goes beyond a simple explanation to the intricacy of interpretation as the issues contain biases, cultures, values, privilege and other prevalent power structures. In education, critical dialogue is considered a scaffold for reflection (Takeda & Marchel, 2005) of socially constructed knowledge. The learners should be well-equipped with critical consciousness strategies to engage with how language with ideologies shapes their perceptions and thoughts. Shin and Crookes (2005) inform us that critical dialogue-oriented classrooms help with recognizing discrimination in the classroom. This study was conducted with Korean students and found that they could separate themselves from being passive and non-autonomous students. The findings serve the core of critical pedagogy which requires students to possess self-awareness and critical thinking to embrace diverse realities, hence, from the premises. Critical dialogues play a part as a crucial tool to drive the education to meet with equity and equality in every dimension. Critical dialogue values students' voices from the limited input to the leadership performances (Dockett & Perry, 2005; Mithra, Serriere & Burroughs, 2017) in order that learners could eliminate their silence to tackle the unjust status quo and be able to accomplish decision-making processes.

The implementation of critical dialogue in the classroom can be instigated in the various steps of teaching and learning. In the pre-reading stage, critical dialogue takes itself as a critical start in reading classrooms. Critical questions can be raised as a starting point to urge students to discuss the purposes of authors; for example, prediction from the titles, guessing the authors' purposes from the titles, or raising assumptions from the titles of pictures shown in the texts. The questions trigger students' inquiry to interrogate the text in order to understand and analyze text in the next stage of reading. Additionally, asking questions helps nurture students' self-respect and constructive ideas can emerge in classroom settings (Valtanen, 2014).

The study of Rice (1998) applied critical questions in reading class to equip students to be open to discussion afterwards and to observe the way language works (See Table 2.1). The dialogic process begins at the beginning of the class where the teacher proposes the critical questions as a guidance when students examine the texts and respond to the introduced questions. The critical questions, thus, expand the inquiry realm beyond basic comprehension as they challenge the author's intention hidden in texts and even the language used therein. Regarding authors' ideology through writing, critical dialogue can be taken to incite students with identifying authors' ideological perspectives (Huh, 2016). According to the study of Huh (2016), critical dialogue was introduced at the post-reading stage, where the students were led by critical questions to discuss the ideal representation of the author. The study implies that post-reading activities are also suitable for critical dialogue to take place, since the students have been provided the initial ideas of the text, and the dialogue could come into play to unwrap more intricate ideologies which the authors might not mention directly in the writings.

Table 2.1

Critical question of Rice (1998)

Where might you find this text? How can you tell this?
What is the topic?
What is its purpose? (What is its genre?)
To whom is it written?
Who probably wrote it – what would their position be? In what institution?
Why was the text written? Are there any economic/material interests affecting why it has been written in the way it has?
How does the language of the text help to achieve its purpose?
What other ways of writing about the topic are there?
What sort of ideal reader has this text constructed?

To sum up, critical dialogue plays as a jigsaw puzzle in critical pedagogy, increasing meaningful discussion to raise quality in the classroom by allowing students to express their issues based on their cultural and historical backgrounds. Ultimately, meaning making as a concept in classroom practices helps develop critical thinking and furthers critical consciousness of students. Therefore, equity in the classroom from applying critical dialogues could occur as minority or disenfranchised students could take their identities to the classroom and pose issues or questions if they encounter exploitation, direct or indirect violence that oppresses them. Dialogues do not just only deepen the understanding but regard making a difference to the world (Freire, 2002).

2.2.3 Critical literacy

The seminal work of Paulo Freire 'Pedagogy of the Oppressed' proposes the idea of emancipating the oppressed to have better lives through education (Mithra, 2014). The final goal of critical pedagogy is to unfold the process of oppression which is hidden in society and to urge people to be aware of these social injustices. To respond to the goal, critical literacy appears to be a crucial feature for human beings to see the world with critical eyes and lead to critical consciousness construction (Freire, 2000). The definitions of critical literacy have been discussed for decades by the scholars. Beginning with Freire (2000), critical literacy is the approach to learn language through social practice. The language feature is not solely presented but also the social issues which take them to meet with the ability of questioning society. As all texts are ideologically organized with the multifold perspectives of writers (Gee, 2014), hence, it implies that discourse in the texts situates ideological views and biases. In the same manner, as Luke (1997) considers literacy as the attainment of linguistic knowledge, perceptive procedures, and particular behaviors the premises from cultural studies and relevant social theories point that literacy is a practice which is socially constructed and locally negotiated. Consequently, critical literacy refers to the analysis and transformation of political, cultural, and social power (Luke & Dooley, 2011). Therefore, the proficiency in reading and writing printed texts needs expansion of knowledge engagement to the ideological representations through the patterns of texts.

Norton (2007) accordingly presents the definition of critical literacy as the relationship between text and reader in the way that student- teacher interaction acts in the field as well as the account of classroom and community. In line with Lewison et al. (2014), critical literacy is the account of social inequity and injustice to be part of literacy learning with its aims to change to better conditions (Bomer, 2004). The implication from the definitions even suggests the learning activities need to be associated with social issues oriented to introduce pertinent meanings where learners can bring their own values and experiences to the field. As mentioned by Gregory and Cahill (2009), when students interact with reading texts, language power and social practices are explored by taking social issues into consideration. In that sense, the readers could relate themselves to what they are reading and to the real world.

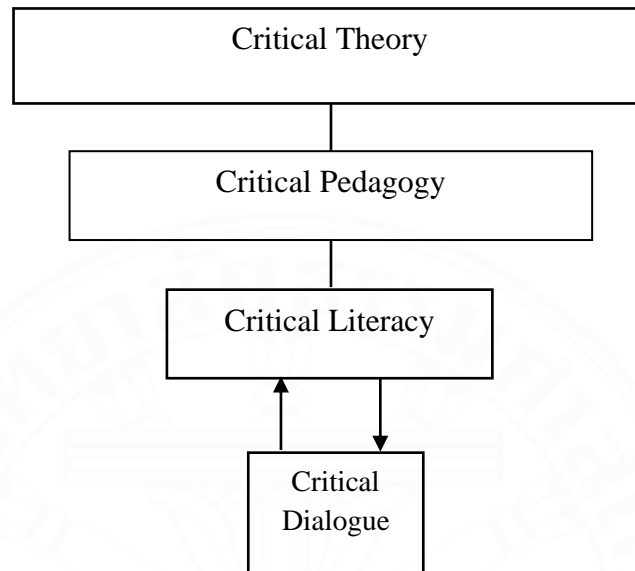
To the statements that critical literacy underlines the relationship between texts and social practices. Critical literacy uncovers the hidden meaning which the author might have tacitly stated in the texts and the real meanings of texts will be coded by critical interpretation (Huang, 2011). The concept draws the purposes of critical literacy as to encourage learners to meet the deeper understanding of the social-constructed contents; power, exploitation, and forms of injustice and to drive students to interrogate power and unjust social practices to become critical citizens who possess critical consciousness to be responsible for social change (Giroux, 2007; Luke & Dooley, 2015 & Fajardo, 2015). At a classroom level regarding reading instruction, learners should become self-directed readers who are able to critically construct meaning from texts. To do so, learners' reading process should be nurtured with explicit instruction which requires basic conditions to elucidate instruction on critical literacy; reading strategies and meaning makers, dialogue to promote critical literacy, with teachers acting as agents (Adunyarittigun, 2017). This directly associates with Freire (1998) presenting the statement "It is impossible to export pedagogical practices without reinventing them". Supported by the study of Suarcaya & Prasasti (2017), a critical stance provides the space to students' culturally- bound responses toward issues in texts and activities during the operation of reading classroom practices. The exposure of students' cultural views in the classroom supports mutual understanding between students' identities and target knowledge. I along these lines the reading process becomes meaningful in the way that students can

raise questions on the topic based on their prior knowledge and lived experiences and they finally reach the attribute of being text critics in everyday life.

As the concept of critical literacy is to urge readers to be able to identify power and injustice in social conditions, reading texts undertakes the mediator to arouse the readers' interrogation and the following part discusses the feature of texts in critical literacy. According to empirical studies focusing on the development of reading comprehension (Meechaeng, 2007), reading texts are composed of general knowledge, not fully integrated with the issues of society in which learners could articulate their diverse cultures and world views. Thus, reading texts should be controversial issues to trigger learners' critical consciousness as their lived experiences and differences are considered since controversial issues are problematic and concerns relevant experiences. It is believed that social issues hold latency to turn passive reading to more active participation (Lewison, Flint, & Van Sluys, 2002); that is to say, social issues voice those overlooked silenced cultures by questioning hegemonic power. Huang (2011) applied text about hegemonic language for students to discuss and propose questions. The findings asserted that students could elaborate the author's intention and ideas due to the assimilation of their viewpoint and critical stance they produced during the reading process. With the consciousness of knowing that texts are socially constructed in different social conditions and historical moments, readers become aware of meaningful interpretations and so could enlarge their recognition to interrogate the unjust points.

Figure 2.1

The array of theories in this study



To point out a relation of the concepts implemented in this study, Figure 2.1 presents the array of critical practices in this study. Taken as an underlying concepts critical theory and critical pedagogy ground the notion of liberating approach to help the students tackling with unjust situations. To take theory into practices, the notion is aligned with the concept of critical literacy where the students participate in reading practices with critical perspectives. Intrinsically, critical dialogue plays as a main tool to help the students to construct critical discussion in order to meet with the capability of questioning society.

2.3 The models implemented in this study

This study implements models of dialogic education (Rungwaraphong, 2018), critical literacy (Lewison et al., 2015), and a critical consciousness three-factor model (Diemer et al., 2016) to construct students' critical consciousness by the application of critical dialogue through reading texts on social issues.

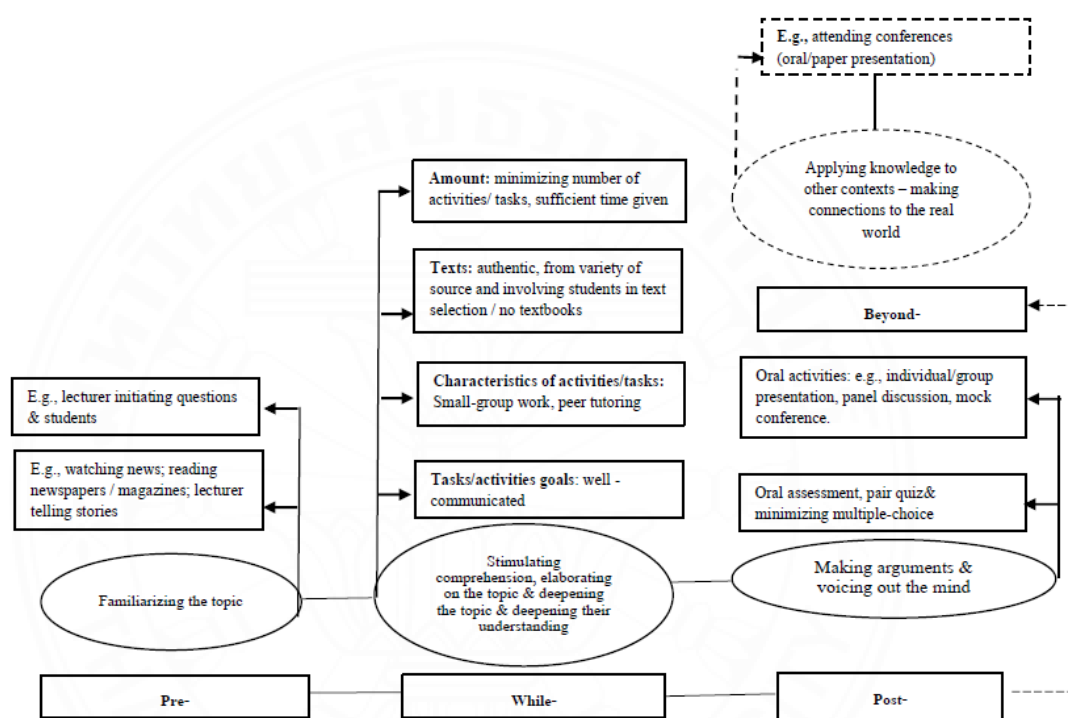
2.3.1 Model of dialogic education

Regarding teaching reading in the classroom, most studies tend to focus on reading for comprehension, however, the deeper understanding of writers' perspectives and ideologies is also vital as students are provoked to be more critical

and thoughtful. Rungwaraphong (2018) developed the model of dialogic education and implemented the model reading class as shown in figure 2.2

Figure 2.2

A dialogic education model (adopted from Rungwaraphong, 2018)



The model demonstrates the reading process with the examples of activities attached in each step. The dialogic reading process consisted of a pre-reading stage, while-reading stage, post-reading stage, and beyond-reading stage. Following are details of these stages.

2.3.1.1 First stage: pre-reading

Grabe (1991) refers to 'a kind of dialogue between the readers and the text', this notion points to the relation of readers and literature, that is, the requirement of the affiliation through interactive process has emerged. This stage arises before the students start reading the given texts. Rungwaraphong (2018) proposed that they will be contributed by familiarizing activities and facilitated by teachers. To trigger students to be active text readers, there are many means to reach

the goals students' attention. Familiarization also accounts for other methods, such as watching YouTube, listening to short quotes, and even reading short news to the reading class, and so is not limited to reading only. Likewise, teachers may pose questions for students to brainstorm their ideas or background knowledge about the text. Questions and relevant sources (E.g., visual aids, YouTube videos, related stories) connect students to the reading environment in the way that they are motivated to read the entire text. This sort of activity aims to grab students' interest and to prompt them to read the entire text as their prior knowledge and opinions are taken into consideration, that is, students can be involved at the very first activity of reading (Wallace, 2003 & Colorado, 2008). With respect to the abovementioned pre-reading activities, Wei-Fan & Chung- Pie (2011) surmised that students' interaction with the questions to discuss their background knowledge provides them a collaborative learning environment. Students engage in leading questions to teachers and classmates in a way that they can exchange their experiences. In addition, the new information, new ideas, or new concepts can be meaningful when students can pave their prior knowledge to link with the target topics and they can articulate those topics. (Eskey, 1988). In essence, students' cognition can be fully stimulated using pre-reading activities. Hence, as an impetus, familiarizing activities carry their own potential to urge students to recognize the text by assembling their background knowledge to commence their reading with self-awareness as well as to expose their perception to the whole text when engaging with them in the next stage of reading.

2.3.1.2 Second stage: while-reading

As presented in the model, pre-reading activities have prepared students to recognize the topics through conjoining their background knowledge with the activities. The second stage proceeds to the elaboration of the text, emphasizing the deeper understanding toward the text and maintains the reading class to be reciprocal and supportive, where students and teachers share equitable responsibility in reading activities (Rungwaraphong, 2018). To achieve this result, the pedagogic strategies in this step feature feasible elements to cover this stage of reading. Primarily, text selection should be oriented with students' interests and inquiry, in order that students' cognition can perceive the information throughout the reading activities. Arias (2007) proposed 4 factors to be considered when selecting texts to

relate with students, consisting of students' level, students' interests, students' needs, and students' background knowledge. This is to say, when students positively interact with the text, they augment their capability of reading and interpretation over the texts. Additionally, the model suggests that dialogic instructors tend to build the reading texts upon their own materials instead of applying commercial textbooks (Rungwaraphong, 2018).

In other respects, the model exemplifies the characteristics of the learning activities in the form of small-group discussion while reading to raise discussion among group intergroup members. Gorsuch & Taguchi (2008) suggested that discussion fosters the reading process as a type of monitoring, nurturing meaning construction through discussing and negotiating between groups of students and they can meet with the opportunity to re-read the text when discussing among reading members. The model also posits that the number of tasks and activities must go along with the texts and time given. This is to assist students to moderately escalate their understanding to the texts with no stampede. With the support of studies, students reading with time pressure are struggling with reading comprehension, as well as being bombarded with activities that drastically lead them to end up reading meaninglessly (Walczyk et al, 1999; Chang, 2010). Summarily, the while-reading stage arouses students to tackle the texts which are derived from authentic materials alongside communicating with their reading members over the texts. This method allows students to implement dialogue through the inquiry, at ease with the perspectives from people of diversity in their classroom. More than that, the model presents the notion of effective class communication which implies the horizontal relationship of student-teacher, student-student conversation to enable this class to accord with dialogic concepts.

2.3.1.3 Third stage: post-reading

When students develop information and ideas from reading the texts, this stage plays as a follow-up, aiming to recapitulate the ideas that they have been raising all along and to assemble voices through argumentations. In responding to this outcome, the model mostly recommends oral activities in various kinds such as oral presentation, group discussion, panel discussion, or mock presentation and so forth (Rungwaraphong, 2018). Oral activities contribute to two-way communication

when it comes to the process of open-ended questions which can be conducted among student-student and teacher-student forms. These kinds of activities provide students opportunities to manifest the concepts which are generated by themselves while constructing or conceptualizing knowledge (Mercer, Dawes, & Staarman, 2009). The benefit of speaking activities is congruent with Wahjudi (2010), where students are more likely to carry better understanding when they orally express their ideas to the class, alongside with their feelings being conveyed when delivering ideas. Engaging students into the conversation wraps the class with democratic and horizontal relationships where students' voices are counted (Beckett, 2013), on account of this, free space for exchanging ideas through speaking activities alleviates inequality and silent culture in the classroom gradually. Notwithstanding, the model disagrees with the implementation of multiple choice to track students' conceptualization of text. To elaborate this statement, multiple choice quizzes are suitable with grammatical structure examination rather than accentuating literacy or critical skills (Weimer, 2018). The excessive amount of multiple choice may lead students to repeat the traditional education where students memorize all the knowledge from reading text to solely accomplish the test, that is to say, the teach-to-the-test approach may be promoted, and this approach prevents high order thinking skills (Yu, 2012). Therefore, orally delivering ideas provides more space for students to freely make their conversation to appoint arguments and negotiations pertaining to the topic given in reading class. To conclude, this stage plays as the free space to raise questions and arguments to fulfil some overlooked points (Nystrand, 1997). In the classroom, criticism is the approach to dialectically exchanging ideas, that is, students reflect their sociocultural and sociopolitical knowledge through the construction of dialogue (Mithra, 2014). However, the questions should not to be limited to open-ended questions, so as students are able to share their voices without the exposure by raising questions only.

2.3.1.4 Fourth stage: beyond reading

This stage places its emphasis on students applying their knowledge to the other contexts. Rungwaraphong (2018) asserts the notion of stimulation to enable students' knowledge of the real world, for instance, creating brochures, participating in conferences. The beyond reading stage provokes students' critical skills to

accommodate their concepts from reading texts to outside classroom situations. This notion helps clarify that student should be encouraged to work on reading interpretation instead of reading comprehension solely and further to adapt their ideas in the other fields (Wongwit, 2017). The support drawn from a study of Pustika & Wiedarti (2019) posed the ideal reading instruction which involves teachers' role and students' role. Firstly, teachers need to develop students' critical ability, so they could interact with the topic by themselves rather than passively receive the knowledge from texts. On this latter point, their real world must be integrated in the instruction by taking the expression of thoughts into account. Students are given the opportunity to conceptualize the information and be part of it since they take their ideas to play in the meaning making process. Eventually, when it comes to the connecting point between their knowledge and the ongoing situations, the critical awareness to understand the literal level is functioned (Guthrie, 1996; McLaughlin & DeVogd, 2004; Ruphley & Slough, 2010 & Ko, 2013).

In summary, students can tackle ideologies and purposes in texts and this phenomenon provides students opportunity to expand their learning areas in order that the engagement of their ideas with the ongoing issues in society emerges. Besides, providing students an opportunity to connect themselves with the real conditions of society points to the concepts of critical literacy, the approach to challenge the power relationships between text readers and text writers alongside with the active readers as the main characters (Norris et al., 2012). This is to say, when students carry their ideas to connect with the outside world, it is unavoidable to encounter social issues presenting social norms and problems from different viewpoints. The students, therefore, can be endorsed to foster high order thinking skills and be able to see the world with a critical lens to critique the privilege of injustice, correspondingly, they could further act upon the injustice to transform it (Lewison et al., 2002).

In essence, the model is developed for promoting dialogic education which is characterized to open for students' conceptualization of knowledge (Rungwaraphong, 2018). In terms of characterization, the model aims to configure the classroom to be collective, reciprocal, supportive, cumulative, and purposeful, where the students share their voices in many forms though a thought-provoking process. Accordingly, equality emerges when the class considerably pays attention to the

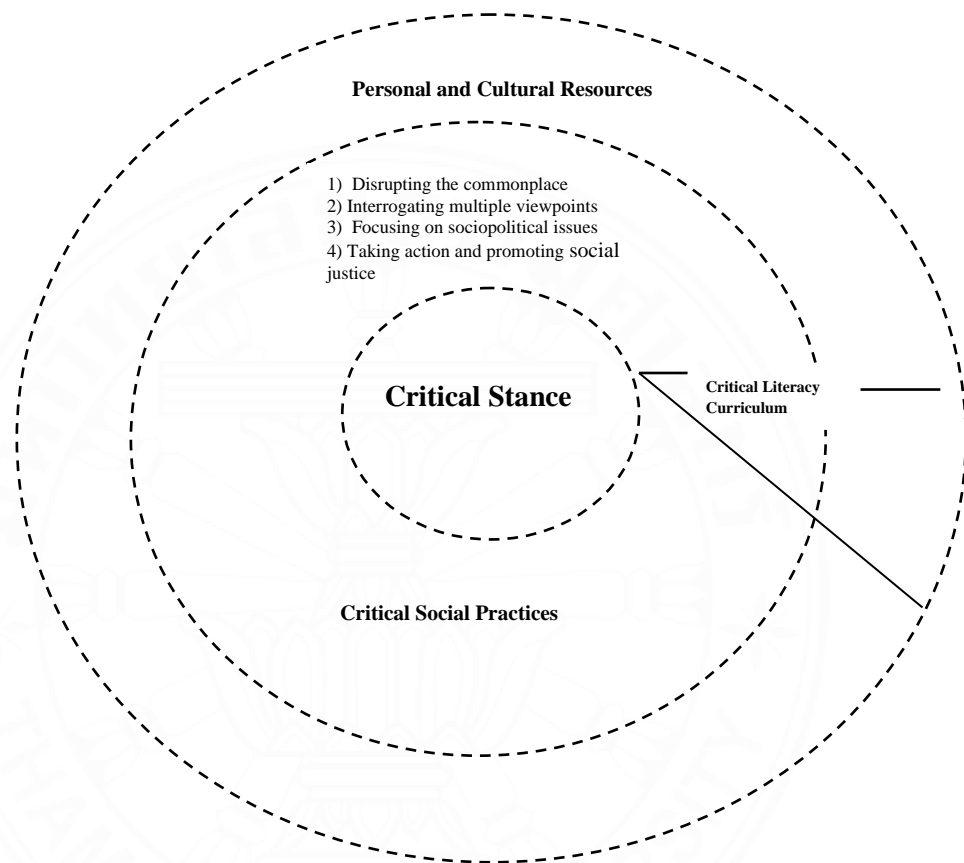
expression of feelings and opinions from each student, The circumstances grant teachers and students the horizontal area to perform critical conversations over the topics. Moreover, empowering students to talk and think about the integration of knowledge and real world as the final goals; consequently, the classroom discussion paves certain directions of reading which does not only highlight reading comprehension investigation, but the inquiry bends to the deeper level of reading where students could integrate their knowledge to the real world. With the respect of dialogic education from an earlier mentioned review, the model positively emphasizes a well-organized reading process by accounting students' interest and voices into the reading instruction. The model of dialogic education by Rungwaraphong (2018) is adopted in this study.

2.3.2 Model of critical literacy: Four dimensions framework

To meet with the construction of critical consciousness, the critical literacy model (Lewison et al., 2015) has been adopted to this study. The model highlights critical literacy notions which are categorized into three components namely, personal and cultural resources, critical social practices, and critical stance. These components can be contributed to the critical literacy curriculum. (See figure 2)

Figure 2.3

An instructional model of critical literacy: Four dimensions framework by Lewison et al. (2015)



2.3.2.1 Personal and cultural resources

Oftentimes, critical literacy practices are illustrated as alternative reading to provoke critique of issues inundating everyday life, including its aims to meet with uncovering social purposes pertaining to predominant interests (Luke & Freebody, 1997; Green, 2001; Bomer, 2004). For this reason, students' personal and cultural resources are engaged in the curriculum to take them to be part of the classroom and move onto the part of the world that they live in. The model postulates personal and cultural resources to raise the awareness of resources that students carry to the classroom. The term 'resources', refers to students' subjective experiences, cultural backgrounds, or their interests which should be accounted for to take part in critical literacy classrooms (Lewison et al., 2015). Evidently, this notion is related to

the concept of problem posing education proposed by Freire, that is, students are capable of questioning to what they could relate. This student-centered orientation leads the stakeholders, which are students and teachers, to collaboratively draw a meaningful curriculum. Moreover, students' personal and cultural resources are considered 'funds of knowledge', historical and cultural sources being possessed by students (Greenberg & Moll et al., 1990). Accounting students' funds of knowledge helps foster their profound sense of being part of their communities and when they take that body of knowledge to the classroom, it becomes part of the curriculum and activities to embrace what students really need. Many scholars address the importance of students' being part of content learning across the curriculum. Wongwit (2017) discussed types of contents drawn from literature which are related to students' lives. For instance, problems in students' lives, the circumstances which they encounter either directly or covertly in their lives.

For instance, the inequality in communities or hierarchy in school contexts. Besides, the study recommends social and controversial issues in communities to be the content of critical literacy classrooms since topics related to society grasp students' intentions and they can engage themselves in the ideas effortlessly. The implementation of social issues was mostly found in the EFL classroom as the topics enlarged the extent of students' views to see the world. The challenging topics empowered students to see various perspectives by equipping themselves with critical practices. (Shin & Crooke, 2005; Huang, 2011; Liu, 2017). Consequently, students' critical consciousness was prompted since they could draw the ideas from their lived experiences and be crucial parts of the curriculum.

2.3.2.2 Critical social practices

The definition of critical social practices addressed by Lewison, Flint & Van Sluy (2002) that "specific social practices in which students and teachers engage as they create critical curricula" (p.15), the more explicit explanation can be drawn from synthesized literature, critical social practices were proposed in four dimensions: 1) disrupting the commonplace, 2) interrogating multiple viewpoints, 3) focusing on sociopolitical issues, and 4) taking action and promoting social justice, these dimensions can be administered by the implementing questions at each

dimension (See Figure 2.3). The following section elaborates on how each dimension proceeds in the critical literacy classroom.

(1) Disrupting the commonplace

This dimension involves the process of students' perception toward all subjects and identifying knowledge as the products of history (Shor, 1987). The stage of disrupting the commonplace considers framing discussion to understand students' experiences and to recognize students' attitudes, biases, or prejudice through various kinds of texts and to meet with construction of students' cultural language to manifest their support or disrupt the status quo (Fairclough, 1989). To do so, students should be stimulated by problematizing the subject matters presented in reading texts, including "risky texts" as one of the sections in curriculum to guarantee that the class is having a "good literature discussion" (Harste, 2008). This process implicitly insists on the potential of students' backgrounds in the classroom which relate to the way they position themselves in texts. In that sense, students can be encouraged to interrogate texts by asking questions about how and why the texts are produced as well as the way that the text tries to posit the readers. For the aspects of asking questions to texts, students have the potential to envision more feasible ways of exploring authors' views and critical perspectives when perceiving all ideologies from texts that contained the issues related to them; popular cultures, class, social media use, privilege and any other relevant points. Shannon (1995) & Gee (1990) suggested that the language of critique as a tool to analyze the latent powers of texts is necessary for paving identity, conceptualizing the ideas, or interacting with the existing circumstances presented in texts. In other words, language of critique will be nurtured as students progressively create their ideas toward the ideology conveyed from the texts.

(2) Interrogating Multiple Viewpoint

The previous dimension fosters learners' understanding of the subjects that are shown and hidden in texts and to help them reconceptualize their ideas about the subjects. This dimension moves toward the effort of seeking a variety of viewpoints. The exposure of diverse beliefs and perspectives enlarges learners' understanding to go beyond literal levels. As the varied texts enclose multifaceted viewpoints of authors, this dimension prepares students to the comparison between

their own viewpoints and others. This accords with Lewiston et al, (2002) who state that “multiple viewpoint dimensions ask us to imagine standing in the shoes of others”. In other words, interrogating multiple viewpoints invites students to expose themselves to the contradiction of perspectives under the same topics for the purposes of seeing the difference and the possibilities of the circumstances. To interrogate the viewpoints of the texts, investigative questions about text construction and the narrative language should be advocated and be part of the curriculum. The activity in the classroom should also encompass the critique to various perspectives respecting voices included and excluded by the authors. In doing so, a larger space is given to the voices of those who have been abandoned or left behind. Considering multiple viewpoints seeks voices by raising questions to address different visible points that are not mentioned in the texts (Harse et al., 2000).

(3) Focusing on sociopolitical issues.

This stage drives learners to move from personal-oriented levels to sociopolitical systems to investigate the relation of language and power by challenging unequal power therein (Lewison, Flint & Sluys, 2002). Van Sluys (2005) also discussed that “everyday politics, sociopolitical systems, power relationship, and language are intertwined and inseparable from teaching and learning”, this fact challenges the legitimacy of dominant power via the justification of relationship between language and power (Fairclough, 1989; Gee, 1990). This is to urge the students to question how language positions readers. The discourse somehow marginalizes or excluded the readers out of the practices because of the inaccessible vocabulary and writing style. Asserted by Leland, Lewison and Harste (2020), critical literacy classroom should address sociopolitical issues into practices for an attempt to encourage students to expand their perceptions from personal level to sociopolitical systems. Likewise, Giroux (1993) discussed the idea that sociopolitical issues help students to redefine literacy education to meet with the augmentation of opportunities for marginalized groups to be visible as well as cultural citizenship and politics.

(4) Taking action and promoting social justice

The dimension is generally viewed as the outcome of critical literacy with its main aim to promote social justice. This dimension accumulates understandings and perspectives from the other three dimensions. According to the

notion of praxis (Freire, 1984) which reflect the theories into the actions, critical literacy helps encourage action to transform social conditions from dominant practices to be more democratic. Learners should be introduced to language to critique social injustice and the relevant content that serve power and hegemonic voice through language use in texts. The studies recommend activities to promote social justice in the classrooms, such as discussion of language presentation, analyzing cultural borders, to finally cross the border to understand others with multicultural backgrounds (Comber, 2001; Cho, 2010). In this area of promoting social justice, readers engage in the texts, and question the position of voices presented therein and analyze the missing voices as well as the aims of writers. Afterwards, the learners need to redesign the positions of text elements or move from one border to another. On top of that, learners can create new borderlands that welcome the variety of cultural resources. Learners gradually immerse the democratic concept and are cognizant of the need to overcome injustice and oppression in all forms.

2.3.2.3 Critical stance

Critical stance is viewed as consciousness that concerns sociopolitical ideology. It refers to people's awareness of concealed meaning in realities and the ability to alter them (Freire, 1970; Mithra, 2014). The model places critical stance at an inner circle, the core component of critical literacy. Because of the two components mentioned above, this stance requires learners to not only read the words and not to be mistreated by the text itself (Freire, 1970). Lewison, Van Sluy & Flint (2015) describe this component as "It consists of attitudes and dispositions we take on that enable us to become critically literate beings". This statement reflects a variety of critical social practices in classroom settings where learners progressively transact their funds of knowledge to understand relationships between their own perspectives and the ideas presented in texts through the curriculum and to meet with the action of social justice promotion. Critical stance in reading classrooms can emerge when the learners go beyond the classroom contexts to lived experiences (McLaughlin & DeVogd, 2004).

Reading from a critical stance fosters readers' inquiry to see the viewpoints and power hidden within texts and to activate readers to become text critics in real circumstances full of multiple perspectives. Several studies have

endorsed critical literacy in classrooms to eliminate the culture of silence and deficit perspectives of human equality and equity. For instance, a study of Dharamshi (2018) found that critical stance was established among six literacy teacher educators who espoused the wide range of texts inserted with popular cultures and social issues in reading and writing class. The finding discussed the understanding between learners and literacy in the real contexts, they could signify systems of injustice. Together with the results derived from Wongwit (2017), learners' critical stance was promoted through the implementation of controversial issues and methods of dialogue in parts of reading activities. The critical stance was presented in the form of learners being able to generate their own meanings from the inquiry of text authority and further to act in unjust circumstances they might encounter.

The critical literacy model by Lewison et al. (2015) is adopted in this study to construct critical consciousness of learners as the model emphasizes the useful process to entwine learners' identities and different backgrounds.

2.4 Bloom's cognitive domain and reading ability

The concept of Bloom's Taxonomy was created in 1956 and it refers to hierarchical classification of cognitive thinking systems of human. The framework has been used to evaluate students' low-level skills towards higher-level-skills. Throughout the decades, the framework has continually been studied and developed to be more consistent with the trends of education (Marzano & Kendall, 2007). The revised framework was proposed by Anderson and Krathwohl (2001) and named as Bloom's revised taxonomy which covers 6 domains namely remember, understand, apply, analyze, evaluate, and create. The following part explains extents and definitions of each domain as:

- Remember: Recognizing presented information or concept of definitions from the texts. Together with the ability to recall some relevant knowledge from memory.
- Understanding: Comprehending meaning of texts, describing ideas from texts, identifying causes and effects stated in the texts.

- Applying: Integrating knowledge from the lesson to situations or conditions which relevant to the topics being learned, demonstrating or giving examples from related concepts.
- Analyzing: Understanding organization of texts, distinguishing information presented in texts explicitly and implicitly.
- Evaluating: Evaluating problems on texts, critiquing text organization in terms of language use.
- Creating: Constructing new ideas based on information from the texts, reconceptualize the ideas from the texts.

The cognitive domains above display the array of skills from lower-order thinking to higher-order thinking. The lower-order thinking skills encompass the ability to recognize the information from texts without complex thinking systems. Also, understanding performs the ability to identify ideas from literal understanding not to look behind the lines just yet. Applying, similarly, expands individuals' cognitions to meet with relevant conditions as the ideas are branched out to other similar situations. Whereas, the other three domains mirror high-order thinking skills in the way that individuals profoundly analyze the knowledge and go deeper than the given knowledge. Besides, evaluation leads to the ability to critique holistic elements of texts. Finally, creation is viewed as an advanced skills as individuals construct or co-construct new knowledge from the information they gain from texts.

In teaching reading realm, reading process involves students to perform their reading ability in various dimensions. Bloom's taxonomy has been considered to use as a scale to classify forms and level of learning (Dwiastuty & Nurjanah, 2016). A number of literatures discussed that the cognitive process model hold potential to evaluate reading ability. Mulcare & Shwedel (2016) presents the application of the cognitive process model in their study which the results pointed out that students' reading abilities were measured at level of evaluating and creating which can be counted as higher-thinking skills. Likewise, Zamborova & Klimova (2023) conducted a study with its focus on investigating tasks in reading application whether they were effective to assess students with higher-order thinking. The findings assert that the cognitive domains hold potential to classify and evaluate reading ability in reading practices. The cognitive domains facilitate teaching reading practices to be tightly

focused on the level of reading ability and they are applicable to curriculum design to be well-structured with teaching equipment such as lesson plans, textbooks, tasks, and activities (Frebina, Usman & Muslem, 2019; Chatkeaw & Tachom, 2021).

This study intends to apply Bloom's cognitive domains (Anderson and Krathwohl, 2001) to pinpoint students' reading ability in their participation in critical dialogue-oriented reading instruction. The cognitive domains are taken as the scale to classify students' learning stages and outcomes throughout the study.

2.5 Critical consciousness

2.5.1 Concept of critical consciousness

Conscientization or conscientização (in Portuguese), was developed by Paulo Freire, a Brazilian educator. Freire describes critical consciousness as the convergence of reflection and action on social conditions (Freire, 1974). The concept originates from the desire to help rural Brazilian peasants to critically understand the real conditions of their lives. As quoted in his book *Education of Critical Consciousness*, "things and facts as they exist empirically, in their causal and circumstantial correlations ... naive consciousness considers itself superior to facts, in control of facts, and thus free to understand them as it pleases." (p.39), critical consciousness empowers human cognition to be aware of being controlled by their minds in social contexts and to be able to reflect problems and act upon reality. Freire observed the oppressed people's lives and found that they were related to their society and were oppressed and constrained by social systems. They were encouraged to be literate by learning to read the word and to read the world by accounting the integration of politics, history, exploitation, social discrimination, and economics to apply in the lessons - this can be called critical literacy (Freire & Macedo, 2013). Critical consciousness refers to an in-depth understanding of political, historical, ideological aspects. Individuals consciously perceive knowledge and can reflect and analyze their thoughts to exploitation, violence, oppression or discrimination, eventually, they develop the ability to act up against the systems of injustice. Later, the extensive work in various fields made clear that the notion of critical consciousness addresses social injustice, lightens people's intelligibility of seeing real social conditions, and constructs their critical action to eradicate oppression in the

systems. For instance, in the area of social work, critical consciousness is pivotal to social workers to be cognizant of layers in social conditions such as multicultural workers, dominant ideology which cover the entire rules, or historical and cultural factors (Reed, 1997; Spencer et al., 2000; Sakamoto, 2003). To clarify the point, social workers typically grapple with social privilege from micro-level to macro level depending on the predominant and cultural flow accounted for in the circumstance, critical consciousness should be raised to tackle the oppression in all forms as it transforms the suppressed ways of living to be more humanized. The sphere of critical consciousness development has also been expanded to the political arena. Critical consciousness is considered as a cornerstone of social change. It refers to critical reflection and critical action which are the main elements of constructing critical consciousness (Diemer & Li, 2011). The study investigated the awareness of being recognized that individuals possess 'human capital', a micro factor which impacts voting behavior of marginalized youths. With the respect of critical consciousness measurement in political behavior as voting disparities, sociopolitical control and social actions were reflected through quantitative analysis of parental and peer sociopolitical support.

As politics directly involves power, privilege, hierarchy and orders, the critical consciousness of recognizing unjust social conditions must come into play in the area. Similarly, feminism and critical consciousness underlies the dominant power of privilege which have been disguised in community. Clark-Taylor (2016) conducted a study to recognize social issues to bestow to the larger community. The findings emanated from the narratives of students' reflection in feminist pedagogy have shown how feminist approaches can be impetuses to develop critical consciousness and social injustices. This methodology led students to depict issues of privilege and oppression in the community. The well-built connection between feminist theory, feminist community, and feminist action divulges the awareness of identifying contradictions and injustice happening in their moments as their multiple identities were undermined by the authoritative tenets from patriarchal hierarchy.

Critical consciousness has long been discussed in a great deal of literature regarding its concepts to advocate individuals to see the world as it really is. At its heart lies the cultivation of transformation to be against social injustice in all

forms. If we accept that education has been set as the stage to equip individuals to be ready for living in this world with a critical lens, then critical consciousness offers useful tools for individuals to navigate their education to arrive at a better world.

2.5.2 Critical consciousness in education

Educators and researchers developed curricula and teaching methods to empower higher education to be a stage of democratic practice (Dewey, 1944). As stated by Friere (1970), ‘The prerequisite for this task was a form of education enabling the people to reflect on themselves, their responsibility.’ (p.13). Education should be a base for students to prepare for their future lives. As students in higher education with different identities engage the same contexts, critical consciousness is crucial for them to fully understand and consciously encounter it, to further pose any questions they might have either to support or against the ongoing events. On this account, the educational domain is subjected to the cultivation of critical consciousness as made clear by the augmentation of studies. Paulo Freire (1970), at the outset, worked with adult laborers in Brazil and noticed the coverage of inequalities proliferated in society and the laborers were unable to decode their intrinsic condition and this status quo made their lives vulnerable. Freire projected a cycle of critical consciousness, the array consisting of perceptions of knowing how social structure generates inequity (critical analysis), developing consciousness of power and ability (sense of agency), and finally performing to act against unjust conditions (critical action). Through the process, the Brazilian peasants gradually realize that they hold the power to transform their world. Recent studies found the extent of critical consciousness in education which has been shifted from educating individuals to academic achievement due to pervasive injustice (Carter, 2008). In explaining the consequence, research conducted in the higher education area reveal the account of critical consciousness raising when teachers implement topics of global inequalities, oppression, or social justice to create free space for students to pose questions on social structure and its relation to history, culture, economic and politics (Olcoñ, Gilbert & Pulliam, 2020). Critical consciousness empowers learners to entwine their identities by the critical approach invited into the classrooms. Mustakova-Possard (2004) describes adolescent understanding of identity from moral and social responsibility in classrooms, in addition, morality has been integrated into

classroom practices to foster students' local and global societies (Thongrin, 2018a). Godfrey and Grayman (2014) revealed in the finding of their study that an open atmosphere classroom provides students the encouragement to discuss injustice and inequalities through free dialogues and students' critical consciousness was developed. To that end, teachers and students with critical consciousness permit themselves and each other to enable them with social realities as well as critical consciousness linked to social and political issues to construct a better understanding of circumstances

2.5.3 States of critical consciousness

Regarding human dialectic and consciousness, Freire shifted the paradigm of perceiving knowledge from banking education to democratic education by appointing critical consciousness as the goal. Freire pointed out that human knowledge was subjected to historical and cultural conditions which depend on the different milieu of individuals. Consciousness has been defined as the quality of in-depth interpretation of social transition that Freire sorted consciousness into 4 states, the following portrays the characteristics of each one.

2.5.3.1 Intransitive consciousness

As the starting point of individuals' consciousness, intransitive consciousness has been interpreted as "non-critical action" (Freire & Macedo, 2005). Intransitive consciousness also describes one's inability to critically understand the social issues at the moment. In this state, Individuals are soaked in the ongoing circumstance with no capacity to decoding the structures of rationale which shape the regular role of people in this circumstance to yield passive living. For doing so, the inequality is prolonged and leaves their lives in the disenfranchised community and an unjust system sustained generation after generation (Watts et al., 1999). The phenomenon displays the conformity of humans to the anonymous authorities as stated by Freire that "If man is incapable of changing reality, he adjusts himself instead." (p. 4). A submissive community is not eager to run the risk of freedom due to the non-critical reflection on the mutual advantages that the community should equally proceed.

2.5.3.2 Semi-intransitivity

The adjacent consciousness level after the intransitive consciousness is semi-intransitivity consciousness, the stage where one can see the rationale of events but cannot perceive the problems lying outside their border of biological necessity since their points expose how to stay survived (Freire, 1973). Semi-transitivity is a beginning occurrence of individuals from designated social processes but at the superficial level. The concept of semi-transitivity refers to humans' confusion about being changeable, yet, disassociated to historical processes still remain in their perception. This notion is related to the proclamation of Boyles (1998) that "groups may feed the hungry but never ask why hungry people exist in a society with yearly food surpluses" (p.16). Individuals in semi-transitive consciousness can address the social issues but not yet to signify the root of the problems due to it being out of their control and they are not capable of critically thinking about transforming the status quo. Nevertheless, the awareness is constructed at this level more or less. Diemer

2.5.3.3 Naive transitiveness

The concept of naive transitiveness is drawn to the primal stage of critical consciousness, when individuals carry the sense of being critical but rather oversimplify and romanticize the problems by relying on one selves' prejudice of what to believe and act. Freire marked this state by:

A nostalgia; by underestimation of the average person; by a strong tendency to gregariousness, by a lack of interest in investigation, accompanied by a strongly emotional style; by the practice of polemics rather than dialogue; by magical explanations (Freire 1974, p. 14).

The abovementioned statement obviously performs the way that individuals in this state make their brief judgements to the objects and people without considering the forensic causality. Considering the term 'polemics' appeared as one of the attributes, this explains the limitation of dialogue the individuals fail to raise as if they go for magical explanations instead of discussing the real ongoing situations. Naive transitiveness is a vulnerable consciousness of plurality which is fragile, delicate and can be distorted easily. Freire also discussed that if naive transitiveness

does not forge ahead to critical transitivity, it may correspond to fanaticism. The term ‘fanaticism’ is the phase situated between naive and critical consciousness. The notion of fanaticism is characterized by the way the individuals unconsciously play as tools in oppression. They place their hopes for freedom but are scared to act over it, in consequence, they must defeat the unjust system. In line with, Byerly (1988) who proposed that "They are directed; they do not direct themselves." Instead, groups are urged to commit themselves in the system of predominant ones and finally blend themselves into the norms with no capability of awareness of the literal needs. The concept of fanaticism opposes critical pedagogues, particularly the main purpose of avoiding teaching in ways that shape learners into fanaticism (Shudak & Avoseh, 2015).

2.5.3.4 Critically transitive consciousness

Respectively, critical consciousness is the aim of consciousness, it subjugates achievement of literal understanding of inequality systems and acting up against the systems. Also, critical consciousness is defined as an in-depth understanding of the world as the way that politics, economics, cultures, history, and ideology take part in. It is a level of consciousness that individuals perform their transformative power. To reach that end, individuals need to critically see the social conditions and identify the causal principles of fanciful explanation which take place in the ideal circumstances from the oppressors’ dictation (Freire, 1973). That is, they can analyze the contradictions and consistencies in the living conditions by addressing inquiry through the practices of dialogue. The dialogue is characterized by critical consciousness’s concept, its aim is to open for other possibilities which describes the social structure to meet with social change, unlike the practice of polemics which emphasizes the intense controversial talk based on the magical consciousness. A person who holds critical consciousness seeks for social justice and action for the feasible revolution, pointing to overthrow oppression and a person becoming more fully human after all (Byerly, 1988). In *Education for Critical Consciousness*, a seminal work written by Freire, a quality of critical consciousness was portrayed as;

“The critically transitive consciousness is characterized by depth in the interpretation of problems; by the substitution of causal principles for magical explanation; by the testing of one’s ‘findings’ and by

openness to revision; by the attempt to avoid distortion when perceiving problems and to avoid preconceived notions when analyzing them; by refusing to transfer responsibility; by rejecting passive positions; by soundness of argumentation; by the practice of dialogue rather than polemics; by receptivity to the new for reasons beyond mere novelty and by the good sense not to reject the old just because it is old—by accepting what is valid in both old and new (Freire, 1974: p. 18).”

In essence, critical consciousness engages with reality since it is the quality that helps humanize individuals to perceive the conditions as they really are. Besides, critical consciousness cherishes the awareness of transformative power that every single individual possesses to raise the movement of inquiry, seeking for social change and the better world at last.

The spectrum of critical consciousness displays the order of consciousness which lies in people. Each state is characterized by the different attributes depending on the concentration of the experiences of individuals and with the different outcomes that each state provides. As Byerly (1988) mentioned that ‘magical consciousness seeks to conform, naive consciousness seeks to reform, and critical consciousness seeks to transform. To support the quotation, intransitivity depicts the adjustment when individuals cannot step out of their passive condition. Semi-transitive consciousness enfold the change in surface level and it finally draws back to the same conditions. Naive consciousness tends to reform the injustice systems by roughly investigating the causality of the events. Finally, critical consciousness seeks for transformation by taking dialogue to the sphere, engaging reality in dimensions to reach the full human fellowship.

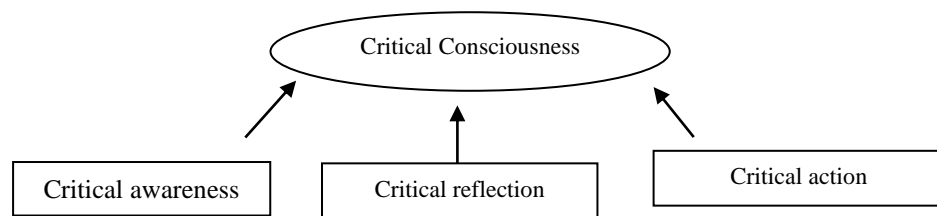
2.6 Critical consciousness assessment

The development of critical consciousness was grounded in Freirean thought. With the aim to ease the injustice, critical consciousness provides the outcome which scholars called “antidote” (Freire, 1993; Watt et al., 1999), to alleviate the perceptions of being oppressed and transform them to be social agents. With respect to states of critical consciousness, sorted by Freire (1974) namely 1) intransitive consciousness, 2) semi-transitivity, 3) naive transitivity, and 4) critically transitive

consciousness, guided a school of thought proposed by scholars and they have revealed critical consciousness assessment in various contexts. Of the existing assessment models, the three-factor model developed by Schneider (2019) is chosen to gauge critical consciousness in students in reading class. The model was guided by Critical Consciousness Scale (CCS) (Diemer et al., 2016), which was drawn for implementation with youth of marginalized high schools, and it provides three elements, critical awareness (perceived inequality), critical reflection (egalitarianism), and critical action. Despite the consistent elements, the finding revealed the unexpectedly negative relation between critical reflection (egalitarianism) and the other two elements. In her study, the review showed that critical reflection refers to the awareness of self and society being proceeded in short-term practices. The initial framework had highlighted the relationship between individual and social issues, but the acknowledgement alone was not ample for the aim of liberation education. The empirical outcome led to the endorsement of more correlated factors. Consequently, critical action (Diemer & Blustein, 2006; Jemal, 2017) was proposed to fulfill the primal concept. As critical action raises individual attitudes, inquiry, and identity when it comes to the space, they could voice their own messages to the privileged groups. In responding to the concept of full human, Schneider (2019) adopted and adjusted the empirical model by resorting the elements into three factors namely critical awareness, critical reflection and critical action as shown in Figure 2.4.

Figure 2.4

Theoretical model of critical consciousness (Adopted from Schneider, 2019)



As stated by Freire (1973) that the primal point of critical consciousness is to acknowledge one's own position with the capacity to connect with the social system in ways. Factor one, *critical awareness* refers to the ability of perception to

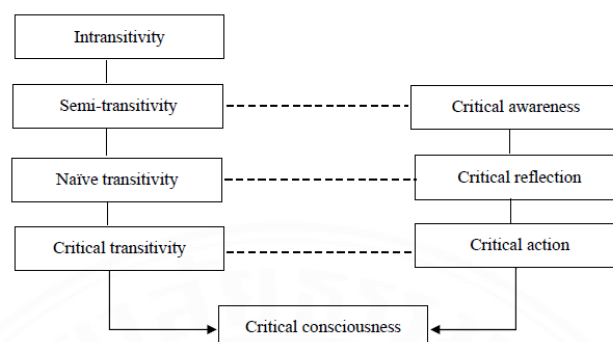
declaim social injustice and it is also considered as the recognition of the relationship between privilege and oppression in all forms of students' trajectories. This factor expects one to be able to identify the oppression and be aware of one's own consciousness. The first issue involved in this dimension could be related to the recognition of the unbalanced social structures that weigh exceedingly on predominant norms. The individuals are triggered to acknowledge the unjust conditions going on in their local circumstances. For instance, the less opportunities for minor ethnic groups to receive good education, the prejudice on genders and occupations, or the wide gap between the poor and the rich. When the second issue points to the awareness of their own changes consciously. The factor one justifies how students view the asymmetry society and condition in their surroundings with a critical lens. Supported by Reed et al, (1997) that "primary tool for understanding differences and recognizing injustice" is one of the qualities of critical consciousness.

Move onto the next factor, which is critical reflection, emphasizes on reflecting and questioning upon a relation of privilege and oppression (Moore, 2013;; Singleton, 2014). Based on perceived inequalities, the individuals tackle with them with critical inquiries in forms of questions which derived from multifaceted ideas. Asserted by scholars that the foremost reflection has its root from identification of one's privilege (Case, 2013; Landsman, 2018; Moore, 2013). It can be claimed that critical reflection reinforces the ability of knowing one's power to step forward to act in the trajectories.

Nevertheless, knowing and perceiving injustice is inadequate for assessing critical consciousness. Thus, the final element is needed in the field, that is, critical action. This is the ultimate outcome that is consistently constructed by gauging students to act on inequalities. In other words, critical action can be called the sociopolitical action to adjust the inequalities. Students' lived experiences are legitimized as a real part of the classroom and curriculum. With respect to Freire's purpose of human emancipation, critical action tends to engage students' perception to the transformation of social injustices and to turn the traditional learning contexts to be more democratic through questioning social relations that suppress excluded people of society as well as the inquiry of the impact of history on the current circumstances.

Figure 2.5

Comparison between Freire's states critical consciousness and Schneider's model



The seminal work of Freire critical consciousness level had shed light to the model in the current study. Figure 2.5 presents the comparison between Freire's states critical consciousness and Schneider's model which is primarily influenced by the initial states from the empirical work.

2.7 Classroom implementation of using critical dialogue to develop critical consciousness and previous related studies

Table 2.2 presents the previous related studies which involved the teaching paradigms on reading. Reading skills have always been essential for students to decode the texts, with respect to the fact that reading ability has been taken to use as a tool to extend the content area of knowledge, yet, the skill alone is not enough for EFL students in particular. It is inadequate to focus only on knowledge which is completely distinguished from larger factors such as power and culture (Yulianto, 2015). With the respect of the empirical studies which shed light on teaching reading, the linguistic features alone are insufficient since cultural resources should be adopted to take part in reading instruction.

Among the synthesis of teaching and learning English research works, there lies a study conducted by Sukamolson (1992) which is helpful as the findings could be drawn for customary practices reading teachers normally use or engage in reading education. As Sukamolson revealed the significant issues which generally found in his meta-analysis include aptitude, attitude, interests and motivation in

language instruction, which then caused students' low English ability. The insufficient vocabulary area also affected students' reading and writing ability. Similarly, reading instruction in EFL context is synthesis to draw the information to be a useful base for future reading research. The findings exhibited the implementation of reading strategies to push students with more effective reading ability and cognitive domain was greatly found in research findings. However, there is a study with the finding that points to the lack of the application of students' background knowledge in the classroom (Meechang, 2007). Thus, proper reading strategies work effectively with individual cognition, but students may be lost during the process without the connection between reading texts and their cultural capitals.

For that reason, the increasing bodies of literature on teaching reading in the aspect of text inquiry have been disseminated. The critical approaches bestow space for students to be part of the instruction in various ways. For instance, critical dialogue performs the angles of critical literacy implementation in teaching reading contexts. Proved by the empirical work on critical literacy employed critical dialogue to be a tool to lead students to meet with critical consciousness development. A study conducted by Lewison, Flint & Van Sluys (2002) applied critical literacy and conversations to be exploratory and collaborative methods to seek for students' inquiry to texts. The model was based on 4 dimensions which were 1) disrupting the commonplace, 2) Interrogating multiple viewpoints, 3) Focus on sociopolitical issues, and 4) taking action for promoting social justice, each dimension posits different purposes of eliciting students' reflection toward the texts. To meet with the result, social-oriented texts were taken to engage students in meaningful learning. The study pointed out the significant role of teachers to encourage classrooms to be democratic. Initially, teachers play as key informants in classroom to transplant critical lens to work with sociopolitical features tied in the texts. In addition, the classroom dialogue, a concept of Paulo Freire, was also taken to reading controversial texts to trigger a critical stance. The results exhibited the dialogue implementation of empowering students to recognize the issues related to their existing environment and society. Besides, the approach used to create productive relationships between teacher and students as well as among students themselves (Wongwit, 2017).

Apparently, critical literacy can be a guided teaching method which is beneficial to students' lived experiences as they reflect their critical awareness from questioning the texts and interpret them on a critical level. A study of Shin & Crookes (2005) implemented critical dialogue to constitute the relationship between teachers and students in an English learning classroom setting. To oppose the concept of banking education, critical dialogue was taken to classroom practices to foster critical perspectives on topics of Korean culture. The study revealed that critical dialogue encroaches the culture of silence since the findings asserted that the dialogue in the classroom urges students to question teaching instruction and to embrace their own needs rather than perceive knowledge only given by the teacher. This phenomenon implies that students have crossed the boundary of silence culture to the area they were comfortable to make discussion. Similarly, Huang (2011) conducted the study with Taiwanese students, the researcher integrated critical literacy and critical questions and to investigate how much they recognize critical literacy to examine students' critical perspectives in the reading and writing course on the relation of language development. Critical questions were located after the reading stage, students had their reading on social issues (e.g., commerce, environment, gender, and language) and discussed the questions with their critical views. The result also affirmed that critical questions helped them to read as a writer since they were allowed to dissect the author's intentions.

In terms of recognition, students claimed that critical literacy invoked conscious reading and they learned to code the messages with critical perspectives. In account of critical literacy and critical questions, reflective writing was taken to incorporate to reflect their acknowledgement of critical literacy in multiple ways. These findings served the concept of praxis as the theory has been contextualized and applied in classroom settings. Students met the notion of reading the word and the world and being able to rewrite the world at last. This study shed light with the possibility to implement critical dialogue in EFL contexts where a diversity of readers literally exists as well as the account of cultures which could be indispensable from the reading texts produced from the different perspectives of authors.

It is undeniable that reading texts lay the notions and biases (Vasquez, Janks & Comber, 2019), the mismatch of students as readers and texts created by authors from different backgrounds tend to occur in reading class. In the realm of conflicts in the EFL classroom, Adunyarittigun (2017) qualitatively studied critical literacy in teaching reading skills with Thai students focusing on cultural conflicts in the reading classroom. Reading texts on social issues and the exposure to gender, violence, and politics push students to build their cultural peace and understanding of individual differences. The interview took place at the beginning and the end of the semester, and it employed critical questions to elicit students' thoughts about conflicts in Thai society. In the first place, most students did not express much about acting on social and political issues, however, they exercised their ability to critique the texts by posing problems to scrutinize the biases hidden in texts. Also, students had the opportunity to tackle the real ongoing issues in the country and they made critical discussion about the text they read. The study declares the transformation of students' perception along the way they interact with the texts, and they eventually become critical thinkers who possess critical lenses to analyze the complexity in the society they live in. Critical literacy and critical dialogue established the space for individuals to be more open when they interpret others' messages with understanding in the different perspectives.

For that reason, social consciousness is essential in this era of globalization, and it can be developed by the sense of seeking predominant ideas and ideologies that the authors embed them in the reading texts. In line with Suarcaya & Prasasti (2017) have drawn qualitative research findings of Indonesian students' self-awareness after reading and discussing over the questions. The texts portrayed social practices students could relate to the topics of marriage, education, and gender roles. Due to its engagement with culture, disagreement between readers and discourse unavoidably emerged. The dynamic of critical inquiry empowered students to identify the conflicts and attempted to understand the different viewpoints. By all means, students reflected three elements toward the texts given: critical reflection, dissent, and differences. The underpinned outcomes are confirmed with another study in a reading class where students-oriented issues appeared in texts and students could make the explanation on writers' intentions (Setyorini, 2018). Moreover, Liu (2017) explored the negotiation

as the outcome of critical literacy and critical discourse in reading lessons and the study revealed the harmony of students' identities and the linguistic competence by the methodologies of critical literacy practices. The students were also triggered to critique relations of power. It was obviously presented that the questions incited students to read beyond the literal level and arrived at the interpretation on values of writing texts. The negotiation to the unjust situations had emerged during the reading procedure where they expressed their culturally bound responses to the raised values in their society.

From the premises, critical dialogue fosters students' voices and tends to have influence in their own walks of life. It also addresses the space for students to conceptualize the ideas from reading texts apart from receiving knowledge as passive learners. According to the definition given by Luke & Dooley (2009) that critical literacy is the text analysis and transformation concerning cultural social and political power. Critical dialogue serves the concept as a tool for students to dissect both their own inquiry and the implicit opinions and all ideologies produced in texts. After all, the results made clear the potential of critical inquiry in the reading realm have driven students to operate with critical stance and self-awareness. When it comes to investigating and reconceptualizing texts, the concept of critical consciousness inevitably comes into play. As Shor (1992) denoted that critical literacy is one of the qualities to procure critical consciousness, the notion contributed by Freire (1987) for stimulating individuals to be upstanding on their own good and go beyond to make it better in larger communities. To elucidate the implementation of critical consciousness constructing and investigation, several studies which derived from theoretical pieces to practices. Brown & Perry (2011) conducted the study on teachers' perspective regarding critical pedagogy, focusing on social justice which refers to controversial topics, which then drove the participants to possess the critical consciousness. The results derived from the reflection from students' writing exposed the establishment of liberation in the way that they had been provided a transformative space to be part of conversation.

Additionally, further to the teachers' aspects of constructing critical consciousness, Laman & Jewett, Jennings & Souto-Manning (2012) took critical dialogue to play as agentive language support to promote the praxis of critical

dialogue in diverse populations. The findings spotted critical consciousness as its coherence and meaning responded to the practical notions. The narratives informed the progressive of students' critical consciousness through hegemonic discourse inquiry. Also, teachers in different contexts displayed the asset of critical dialogue that help recontextualize students' voices to the world they live in with the notions of truth. The findings pointed out that democratic society can be cultivated with social consciousness when readers come to realize to read and think beyond the level of decoding and questioning authors' biases. The critical approaches are crucial due to its implementation under the concept of critical pedagogy in the form of critical consciousness. The dialogic and democratic classroom manifested students' awareness since they could express their voices through posing questions of free dialogue alongside with the ability to critique and argue the ideas from the given texts (Asakereh & Weisi, 2018; Yulianto, 2015). Critical dialogue allows education's members to construct the critical consciousness due to the mentioned findings. Those implied that dialogic education helps the classroom to be more harmonious. As a tool of reflection, this approach influences students to acknowledge their identities, reality of the world and they could construct their own resilience to have a better understanding of people with diversity.

After all, critical approaches in forms of critical literacy and critical dialogue still hold some limits on relevant studies on using those critical approaches to indigenous students. The amenity of implementing critical literacy and critical dialogue to language classrooms could be the anecdote to students as they could see the world with their critical lens. For doing so, students are able to preserve their own values and identities while learning language or the mainstream knowledge this world has to offer. Apart from the teacher's role and critical approaches, reading texts are essential in the classroom of multicultural students. Reading texts should be equipped with the language that suits the level of students as Sukamolson (1997) suggested about the limitation of grammatical knowledge of students, yet teachers must realize whether students' capability of reading goes along well with language presented in texts. However, texts in the reading classroom take a significant part in reading steps, though interacting with linguistics alone does not provide adequate perspectives to see the world with a critical lens. Argued by Hood, Solomon & Burns (1996) that reading

means more than decoding texts, it also requires readers to make the decision whether to agree with particular ideologies conveyed by the authors. In the same way, reading texts should embrace students in ways, students' level and background knowledge. This study aims to implement texts concerning social issues to reinforce the process of critical consciousness constructing since social controversy emerges from constituents of individuals from micro levels to macro levels, thus, accomplishing students' conscious awareness should be operated through the issues they could relate themselves to as they accent to reach better living conditions. Respect to language learning, to encourage learners' to be better at English as learners would be exposed to language when their background knowledge is equated, learners are valued when their identities, races and voices are concerned (Norton, 2006).

Also, Meechang (2007) connoted that reading can emerge from students' spontaneous leaning cognition, the relation between readers and texts impacting their understanding depending on their ability to reach the texts with their lived experiences or interests is essential. Consequently, reading teachers can take this opportunity to prepare students with linguistic knowledge while meaning and critical inquiry take part. This idea prevents students from misunderstanding the intentions that authors are literally communicating. Regarding social issues, Lewison et al. (2005) on personal and cultural resources concept. The texts can be derived from students' resources, problems in lives, or social issues (Wongwit, 2017) which can be exhibited in forms of online and printed texts as well as book publishing or excerpts from conversation. The contents, therefore, should account for students' surroundings, for instance, students' subjective experiences, cultural capitals, indigenous language, including their interests which could allude to popular culture or technology. The mentioned factors can be connected to the notion of 'funds of knowledge', students have their specific knowledge to certain areas. Consequently, they could reflect on social issues based on their perceptions toward the issues from the first place and rethink when implementing a critical approach to the settings. Moreover, contents of social issues open space for students to create critical talks over the issues. This is to say that student-relevant texts and social issue-oriented texts should be introduced in the classroom to pave students' primary understanding that they have been recognizing all along.

	Year/Authors	Setting and participants	Conceptual framework	Results
Reading instruction in Thailand	1) A meta-analysis and research synthesis study of the teaching and learning research works done during 1972-1978 Supat Sukamolson 1992	Thailand 335 master theses and professional research	Meta-analysis and research synthesis, focusing on teachers, approaches, curricular, assessments, motivation, attitude, achievement and proficiency	1) The relevant issues point to the students' low English ability. 2) Students lack grammatical knowledge which affects their writing and reading ability.
		Content subject	Methodology	
		Teaching and learning English research works	Research information form Data was collected by on-site and dBase III program for significant data (Key word, variables, etc.) and analyzed by descriptive statistics and inferential statistics.	
	2) A synthesis of research on EFL reading from 1994-2004 Areerak Meecheang 2007	Setting and participants	Conceptual framework	Results
		Thailand 203 master and doctoral theses from public universities	Meta-analysis and research synthesis on reading instruction Fundamental information in EFL reading	1) Reading strategies significantly improved the students' reading ability. 2) Students' backgrounds were not related to lessons. 3) Cognitive domain was greatly found in research findings.
		Content subject	Methodology	
Reading Instruction	Research information form Data was collected by on-site collection and E-Thesis and analyzed by fundamental analysis as well as research synthesis focusing on instruction, teachers and student's performance and materials.			

Table 2.2 Previous related studies

Critical literacy employed critical dialogue	Year/Authors	Setting and participants	Conceptual framework	Results	
	3) Taking on Critical Literacy: The Journey of Newcomers and Novices Mitzi Lewison Amy Seely Flint Katie Van Sluys (2002)	13 teachers (6 newcomers and 7 novices)	Critical literacy on 4 dimensions 1) Disrupting the commonplace 2) Interrogating multiple viewpoints 3) Focusing on sociopolitical issues Taking action and promoting social justice	1) Newcomers: They desire to reach more on critical literacy approaches to create the possibilities to apply critical literacy in the classroom. 2) Novices: Students learned how to interrogate socio political positioning and going beyond the meaning of the texts being read to the power of relations hidden in the texts	
		Content subject	Methodology		
		Reading on social issues	Qualitative methodology 1) Observation 2) Critical literacy in classrooms		
	Issues Involved	Social injustice, poverty, and other social issues			
	4) Exploring the Possibilities for EFL Critical Pedagogy in Korea: A Two-Part Case Study Hyunjung Shin & Graham Crookes (2005)	Setting and participants	Conceptual framework	Results	
		South Korea	Concepts of Critical dialogue and problem-posing to build equality and to liberate students from struggling in certain views	1) Critical dialogue helps to dispel the norms of hierarchy in the classroom. 2) Critical discussion broadens the students' view to perceive the real world.	
		Content subject	Methodology		
	English instruction	Qualitative methodology 1) Students' written reports 2) Teacher field notes and journals.			
	Issues Involved	Cultural stereotypes and current Korean Culture			

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Table 2.2 Previous related studies (Cont)

Critical literacy employed critical dialogue (continue)	Year/Authors	Setting and participants	Conceptual framework	Results
	5) Reading “Further and Beyond the Text”: Student Perspectives of Critical Literacy in EFL Reading and Writing Shin-ying Huang (2011)	Taiwan 36 Students enrolled in Reading and Writing course	Critical literacy using critical questions to examine the texts.	Students’ learning skills have been improved in multiple ways; uncovering hidden messages which the authors implicitly convey in the texts, multiple perspectives occur during the critical reading process, better reading comprehension, and writing with more critical aspects from reading and questioning the texts.
		Content subject	Methodology	
		Reading and Writing	Qualitative methodology 1) Students’ written work 2) Teacher journal	
	Issues Involved	Commerce, environment, gender, and language		
	6) Building a Culture of Peace through Critical Literacy with the Net Generation Dumrong Adunyarittigun 2017	Setting and participants	Conceptual framework	Results
		Thailand 21 third year students, English major, Thammasat university.	Critical literacy in teaching reading skills Students have their consciousness to the happening circumstances in society (Responsibility, injustice, etc.) through a reading process which involves social issues.	1) Students carry critical awareness and think critically not to be easily persuaded. 2) Critical literacy provides various perspectives and better understanding about differences.
		Content subject	Methodology	
	Reading and writing	Qualitative methodology 1) Students’ journal 2) Observation 3) Interview		
	Issues Involved	Conflicts in Thai society, Thai education, social development and security, and other social issues such as sexism, violence, sexual abuse, student pregnancy		

Ref. code: 25656106320093YHW

Table 2.2 Previous related studies (Cont)

Critical literacy employed critical dialogue (continue)	Year/Authors	Setting and participants	Conceptual framework	Results
	7) Examining Critical Stance Through the Method of Dialogue in an EFL Classroom in a Thai University Waraporn Wongwit 2017	Thailand 24 first year students	Personal culture and resources and critical social practice Critical stance: Consciously engaging, entertaining alternate way of being, taking responsibility to inquire and being flexible	1) Students expressed the ability of posing questions during reading as they could exercise their critical thinking skills. 2) The relationships between teachers and students are more supportive and flexible.
		Content subject	Methodology	
		English reading and writing	Mixed-Methodology 1) Method of dialogue 2) Participant observation 3) Reading controversial issues 4) In-depth-interview 5) Questionnaires	
	Issues Involved	Cheating on examination, hazing activities, uniforms, and how to be good students		
	8) Investigating Students Critical Reading: Critical literacy in EFL Setting Putu Suarcaya Wigati Dyah Prasasti (2017)	Setting and participants	Conceptual framework	Results
		Indonesia 12 EFL college students	Critical literacy in EFL to build critical thinking. Interrogating to texts	Students' critical stance helps reconstructing and deconstructing the texts and they express their culturally bound responses during the reading process. Students realized the mutual understanding and they were able to remove negative judgments over others' lives.
		Content subject	Methodology	
	Reading	Qualitative methodology 1) Students' written responses 2) Interview		
	Issues Involved	Sociocultural values of Minang		

Table 2.2 Previous related studies (Cont)

Critical literacy employed critical dialogue (continue)	Year/Authors	Setting and participants	Conceptual framework	Results	
	9) Critical literacy practices in EFL Reading Classroom: An Experiment Study toward Chinese University Students Yang Liu (2017)	China 36 students	Critical literacy practice 1) Disrupting the commonplace 2) Interrogating multiple viewpoints 3) Focusing on sociopolitical issues Taking action and promoting social justice	1) Students were empowered to be aware of biased language. 2) Text with social reality supports students to enable them with critical practices and multicultural perspectives. 3) Diversity of receiving contents 4) Critical discourse analysis amends students' view to analyze relations of power.	
		Content subject	Methodology		
		Reading Comprehension	Experimental design 1 class with critical literacy practice and other class with normal EFL reading class		
	Issues involved	Diversity, gender differences, feminism, capitalism, language, and environment			
	10) The Practice of Critical literacy Teaching in EFL Classroom: A Case Study in a Reading class in Indonesian Higher Education Ari Setyorini (2018)	Setting and participants	Conceptual framework	Results	
		Indonesia 14 students	Critical language awareness to enhance students' critical consciousness in reading a text by using Halliday's framework. Reading process (Pre-While-Post)	Students could explain the subject's position of the characters from the writers' intentions by distinguishing facts and opinions and they could reflect their own perspectives to the texts. Critical language awareness enhances students to read the text with critical consciousness.	
		Content subject	Methodology		
		Reading	Qualitative methodology		
	Issues Involved	Society, bullying, politics, cultures and, racism			

Table 2.2 Previous related studies (Cont)

ritical consciousness constructed by critical pedagogy	Year/Authors	Setting and participants	Conceptual framework	Results
	11) First Impression: Developing Critical Consciousness in Counselor Training Programs Andrae L. Brown & Diana Perry 2011	USA An African American male professor and an European American female graduate students	A Freirian educational philosophy, research, teaching approach and monitoring The key points in applying and improving critical consciousness. Cultural context model	After engaging themselves to the student's reflection, the liberation of teaching has been established as they create a transformative space for students to participate more in dialogues.
		Content subject	Methodology	
		Counselor training program	Qualitative methodology	
	Issues Involved	Power, Privilege, oppression and empowerment, skin color, gender, sexual-orientation, and race		
	12) Supporting Critical Dialogue Across Educational Contexts Jewett, Jennings, Wilson & Souto-Manning (2012)	Setting and participants	Conceptual framework	Results
		5 empirical studies	Praxis as dialogue Critical Dialogue Critical narrative analysis	Through using critical dialogue, students were encouraged to create their critical consciousness. Students connected themselves to the real classrooms settings by raising the issues of homelessness, poverty, migration, or cultures which were drawn from their own lived experiences.
		Content subject	Methodology	
	Language classroom	Qualitative methodology 1) Transcript coding 2) Observation 3) Interview		
	Issues Involved	Homelessness, poverty, migration, stereotype, and culture		

Table 2.2 Previous related studies (Cont)

Critical consciousness constructed by critical pedagogy (continue)	Year/Authors	Setting and participants	Conceptual framework	Results
	13) Critical pedagogy in Teaching EFL Reading Slamet Wahyudi Yulianto 2015	Indonesia 59 EFL sophomore	Critical pedagogy principle in EFL reading Students have critical thinking skill through dialogic education	1) Critical pedagogy facilitated students to think critically as dialogic education related authentic real world of Indonesian students. 2) Students were able to pose questions and design classroom activities.
		Content subject	Methodology	
		Reading in Professional Context	Mixed-method: Qualitative and quantitative 1) Classroom observation 2) Interview 3) Students' learning journals 4) Questionnaires	
	Issues Involved	Controversial issues, contradictory viewpoints, and problematic topics		
	14) A Survey on the Critical Consciousness of English Major MA Supervisors Jin Liu 2016	Setting and participants	Conceptual framework	Results
		China 3 English teachers, MA supervisors	Critical consciousness constructed by critical pedagogy	Democratic classroom with dialogic relationship provides students with high critical abilities, that is, problem-posing approach urges students to gradually construct their critical consciousness in their own contexts.
		Content subject	Methodology	
	1) Philosophy of Language 2) Second Language Acquisition 3) Cognitive Linguistics	Qualitative Methodology 1) Individual interview 2) Classroom observation		
	Issues Involved	Sociopolitical related factors, sociocultural related factors, and recent political topics		

Table 2.2 Previous related studies (Cont)

	Year/Authors	Setting and participants	Conceptual framework	Results
Critical consciousness constructed by critical pedagogy (continue)	15) Raising Critical Consciousness in Teaching Reading Skills using Critical Pedagogy Principles: A Case of an Iranian School Graduate	Iran A high school graduate female	Critical pedagogy in reading comprehension process Thematic analysis Critical consciousness development	1) Critical consciousness has been manifested in the form of posing questions, related to participant's familiar settings to classroom activities
		Content subject	Methodology	
	Ahmed Askereh & Hiwa Weisi 2018	Reading comprehension	Qualitative methodology 1) Reading passages which selected from participant's interest 2) Journal writing 3) Formal interview	2) Critical pedagogy implementation also raises teachers' awareness of students' differences.
	Issues Involved	Weather, unemployment, marriage, high divorce, women's sport, brain drain, social media, and Arab minorities		

Table 2.2 Previous related studies (Cont)

This study mainly focuses on cultivating critical consciousness along with investigating students' reading ability through critical dialogue-oriented reading instruction. The conceptual framework is adapted from the groundworks and models in justifications. First, critical dialogue (Shor & Freire, 1987), the concept of the dialogue is considered to be a tool to uncover dominant power, norms, and ideologies in the reading texts with critical perspectives. Second, four dimensions of critical literacy (Lewison et al., 2015), highlights the agency which welcomes interpersonal activities derived from local experiences as well as the mastery of students' critical perspectives through problematizing their status quo whether they are oppressed in ways and analyzing the unjust situation from multiple perspectives to eventually advocate justice in various ways. Third, three-factor critical consciousness (Schneider, 2019), identifies students' ability to acknowledge injustice and take action in the trajectories. Also, the three-correlated elements are intertwined with 4-stage-reading instruction (Rungwaraphong, 2018). The stages consist of pre-reading, while-reading, post-reading, and beyond-reading. As students are from distinctive local areas, they carry the variety of cultures, funds of knowledge, norms, and so forth. The conceptual framework, intrinsically, accounts students' cultural identities and their cultural backgrounds as a cornerstone of the classroom practices.

CHAPTER 3

RESEARCH METHODOLOGY

The aims of the study were to develop students' critical consciousness and to investigate students' self-evaluation toward teaching reading for developing critical consciousness by using critical dialogue on social issues. The chapter presents research questions, research objectives, research participants, research context, research instruments, research procedure, data collection, and data analysis.

This study employed mixed-method design (Creswell et al., 2011) combined with action research concept (Kemmis & McTaggart 1988; Burns, 2009; Gebhard, 2005) to gain the results in relation to the research questions. Mixed method approach represents the preparation for the weakness and the strengths of qualitative method and quantitative method. This implies that those two approaches fulfill inevitable method biases (Greene, 2007). Also, the mixed-method provides better understanding than solely using a single approach (Creswell et al., 2011). Together with the nature of action research which best facilitated the investigation in the classroom practice with critical theory aspects. The concept of action research was well-aligned with the advocate of critical pedagogy as it helped promote a democratic change and a collaborative participation (Burns, 2009). Hence, this study was drawn from the cyclic process of planning, action, observation, and reflection.

In a quantitative method, the data were collected from a self-evaluation questionnaire with its focus on three main components; critical awareness: critical reflection, and critical action (Shcheider, 2019). The three components helped validate the convergence with related issues and obtain the objective data to analyze. However, the objective data alone was not adequate since critical consciousness refers to the sense of individuals which cover subjective factors such as attitudes, beliefs and so on. Accordingly, qualitative methods which concern participant observation, open-ended questionnaire, and semi-structured interview were employed to explore how students develop their critical consciousness. For the part of data analysis, the quantitative data will be analyzed by the SPSS program. The qualitative data, on the other hand, will be interpreted by analytic induction and thematic analysis.

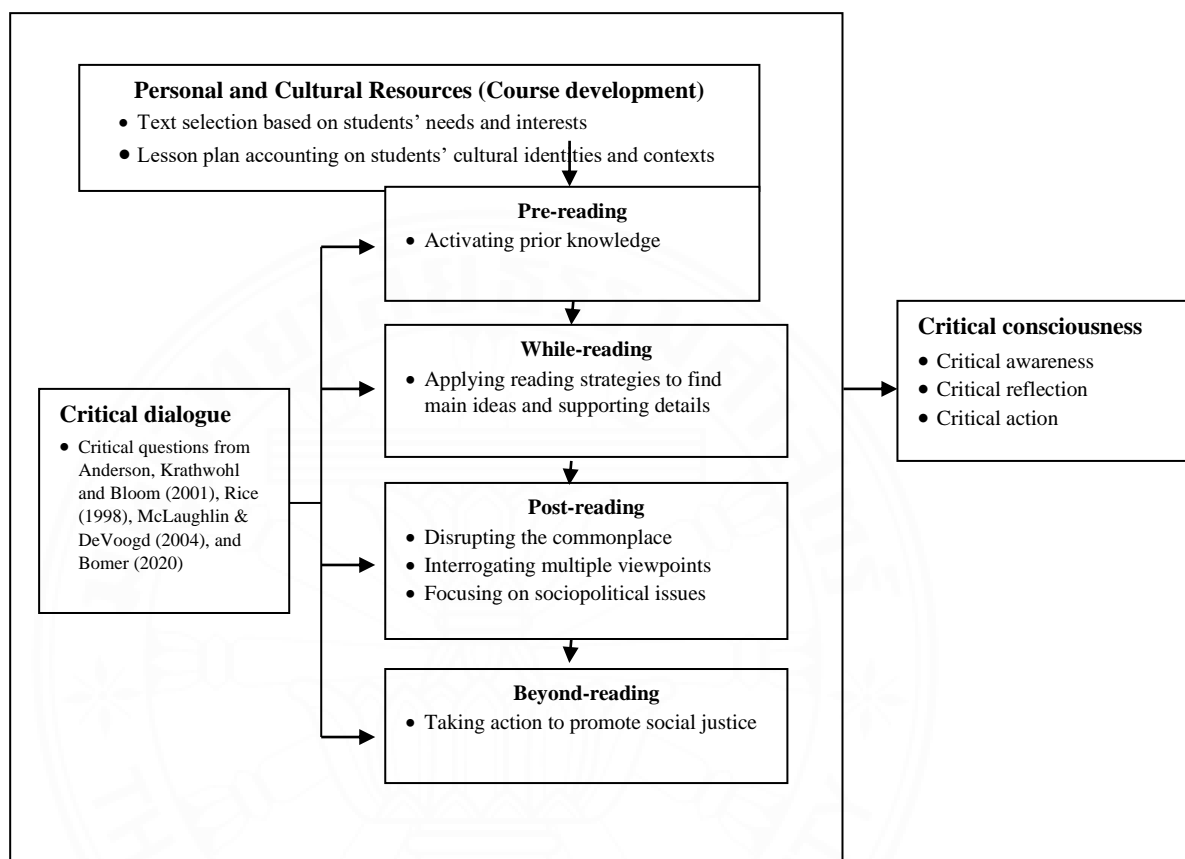
3.1 Research questions

1. To what extent do participants develop their reading ability through teaching reading English using critical dialogue-oriented reading instruction?
2. How can the participants' critical consciousness be developed by the critical dialogue-oriented reading instruction?
3. What are participants' attitudes toward critical dialogue-oriented reading instruction?

3.2 Research framework

The framework below illustrates the conceptual framework of this study. The framework is adapted from the groundworks and basic models concerning reading instruction and liberating models of teaching, derived from Shor & Freire (1987), Rungwaraphong (2018), Lewison et al. (2015), and Schneider (2019). The framework, therefore, requires activities to intertwine the distinction of learners and to improve their reading comprehension ability as well as building rapport in the classroom to be democratic where learners consider it as free space to question on issues and raise their voices. In response to students' cultural contexts, the questions in the reading process are concordantly constructed to the cognitive taxonomy (Anderson, Krathwohl & Bloom, 2001), critical questions from Bloom (2001), Rice (1998), McLaughlin & DeVogd (2004), and Bomer (2020).

Figure 3.1

A model of critical dialogue-oriented reading instruction

The framework presents the integration of critical dialogue (Freire & Shor, 1987), four dimensions of critical literacy (Lewison et al., 2015), and dialogic reading instruction model (Rungwaraphong, 2018). This sphere highlights the classroom practices for reading comprehension process along with the dimensions to extend students' perspectives of sociopolitical and dominant ideologies hidden in texts. Throughout the teaching reading process, critical dialogue permeates and functions as the means to bring out students' inquiry. Instead of concentrating on only reading comprehension, the model also pinpoints at the post-reading and beyond-reading level where students take their knowledge to play in the real world.

To reach the stage of critiquing texts, students were equipped with reading comprehension ability where they were able to clarify the ideas presented therein. Considering the framework, it shows a starter in the form of personal and

cultural resources where the teacher collects students' interests to be the guidance of text selection. This stage created the space for teacher and student to shape course and syllabus which makes the classroom democratic, and students horizontally engage with the subject. As defined by Lewison and colleagues that "personal and cultural resources are what students and teachers draw on to create the context of curriculum", this notion leads class designation to be drawn by accounting student-relevant issues to present in the classroom and have them openly interact with the issues. The students' resources refer to the idea of funds of knowledge, the historical backgrounds that students accumulated and culturally transformed to be bodies of knowledge, at last, students have themselves resources at the different conditions. Considering students' resources, it is unavoidable that their problems in daily lives, needs, experiences, or interests are political and social-oriented issues. Social issues are realistic materials to trigger student's critical inquiry (Janks, 2005), and teachers can collect the texts written from ongoing issues (e.g., local news, writing blogs on social events, advertisements). For that reason, the initial preparation in the circle emphasizes the content of the curriculum to effectively begin the study as responding to student-centered perspectives and to stimulate them to understand the text and alter their understanding to arrive at a critical level. The following sections explain the details of implementing this conceptual framework into the classroom.

3.3 Participants and contexts

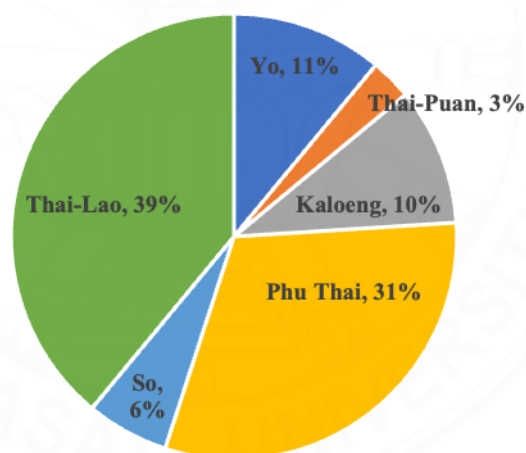
3.3.1 Participants

The section systematically provided by the university; this can be considered as a quality of purposive sampling technique. The participants in this study were 30 students, majoring in English in the university where cultural diversity is existing, the students were from various backgrounds of cultural capitals, local societies, sociopolitical aspects as well as they were based on distinctive ethnic groups, they expressed their own cultures in many ways according to their identities which were shaped by their local environment. Their ages were between 18-19 years old and facing the transition from high school students to undergraduate students. The students, therefore, were newly exposed to the new milieu in higher education. As shown in Figure 3.2, the portions of participants categorized in multicultural groups

display the majority of *Thai-Lao* participants (39%) and *Phu Thai* (31%), followed by the rest from local tribes which included *Yo* (11%), *Kaloeng* (10%), *So* (6%), and *Thai-Puan* (3%). In the aspects of English language proficiency, the record from other English subjects from the previous semester informed limited language performance. At the final stage of this study, seven students volunteered to attend semi-structured interview to express their feelings and attitudes toward this reading classroom on the basis of critical literacy and critical dialogue. The recruitment relies on students' willingness to participate and to bestow their personal perspectives. Those students who voluntarily joined the interview were also given pseudo names.

Figure 3.2

Portions of participants' ethnic groups



3.3.2 Reading and Writing course

The course was compulsory with three credits, placed in the second semester of each academic year for first year English major students. The course lasted 16 weeks, 3 hours per week. Its description stated that 'Reading strategies for reading comprehension, classifying types of texts, and practice of fundamental writing', the description allowed the aspects of critical pedagogy where critical dialogue is able to be taken to join in learning activities as the main tool to foster students' critical consciousness. Moreover, the reading skill can be linked to other

skills such as writing skill in summarizing process, speaking skill when reflecting on texts. The students were exposed to the practice of text classification alongside implementing critical questions to trigger them to think beyond the content presented on texts. During the semester, the students engaged with reading texts on social issues based on their needs which derived from the survey before the semester began and they gained the knowledge of grammar use, vocabulary, analyzing the texts using their lived experiences, in order to achieve reading comprehension ability as well as challenging to go deeper to the critical level where writers' intentions and ideologies were unfolded by students as they argued and reconceptualized the presented ideas and reality. In this point, learners recognized linguistic representation from texts and the process yielded learners to have their practice in writing. That is to say, writing skill was also fostered after learners settled down their ideas from reading parts. Writing played as one of the activities for learners to express their ideas in forms of simple sentences or short paragraphs where the teacher facilitates in all steps. Ultimately, the goal of this study was to develop students' consciousness, whereas one for this course was to improve students' reading and writing skills. The assessment of reading and writing achievement and critical consciousness development were isolated. To be clear, the evaluation in this course involved reading and writing skill to serve the course description yet the critical consciousness was separately assessed and the latter part did not affect the scores at all.

3.4 Instruments

This section explains the instruments for data collection in this study. The instruments consisted of reading comprehension test, questionnaires with open-ended questionnaire, observation, and semi-structured interview, students' reflective journal. Table 3.1 declares the instruments to collect data which belong to each research question.

Table 3.1

The research questions and instruments to collect the data

Research questions	Instruments
To what extent do participants develop their reading ability through teaching reading English using critical dialogue-oriented reading instruction?	<ul style="list-style-type: none"> • Reading comprehension test (Michigan Language Assessment (MET))
How can the participants' critical consciousness be developed by the critical dialogue-oriented reading instruction?	<ul style="list-style-type: none"> • Self-evaluation questionnaire • Open-ended part from questionnaire. • Field notes record • Semi-structured interview
What are participants' attitudes toward critical dialogue-oriented reading instruction?	<ul style="list-style-type: none"> • Students' reflective journals

3.4.1 Reading comprehension test

In response to research question one: *To what extent do participants develop their reading ability through teaching reading English using critical dialogue-oriented reading instruction?*, this current study adopted a part of reading examination from Michigan Language Assessment (MET). The test was originated from university-based intensive English proficiency in the United States. The standardized test carried its potential to assess reading mastery of the participants since the standardized tests were able to systematically address undergraduate students' ability of language use (Cohen 1998; Xia, 2011). The test covered 15 reading items and designed in multiple choices and they evaluated reading abilities from the level of remember, understanding, applying, and analyzing (Anderson, Krathwohl & Bloom, 2001). The test took place at the beginning and at the end of the study in order to investigate the extent of participants' reading ability development. The time duration for the test were set at one hour for both pretest and posttest.

3.4.2 Questionnaire with open-ended question

To answer research question two: *How can the participants' critical consciousness be developed by the critical dialogue-oriented reading instruction?*, the concept of this questionnaire was to draw out students' assessment on the perception of critical consciousness development, the items adapted from Critical Consciousness of Educator Scale (Schneider, 2019). The questionnaire was applied at the beginning and at the end of the study, in order to see their differential in viewing themselves carrying critical consciousness.

The structure of the questionnaire exhibited two parts of information. The first section contained 15 items of statements drawn from three main factors from Critical Consciousness of Educator Scale, which are critical awareness, critical reflection, and critical action. The data set regarding critical awareness, the items facilitated the ability of awareness to recognize injustice in students' social contexts. As students are from different ethnic groups, they carried the divergence of spoken language, different ways of thinking, disparate experiences. Thus, the items emphasized on student cultural and social contexts. Meanwhile, items to assess students' critical reflection was respecting the perception of oppression in dimensions. The level portrayed how students expressed their point of views toward the hegemonic power which was going on in reality such as language, sexism, social class, or equity in society with respect to their identities and social practices. The final factor assessed students' outcome of critical action. The items of statements showed sociopolitical activity that students interacted themselves to or the advocacy of social transformation in a way they had acted to or even anticipated to be in. In other words, the items in this part concerned the actions in all kinds; questioning power of hegemonic voices, their writings to express their desire to transform the society, or even their action in political aspects during their time in high school or clubs they are participating. As the instruction was designed to cover the dimensions of critical literacy, the questionnaire items included the perspectives from it as well. In this part, a five-point Likert scale was adopted to the questionnaire. Apart from the scale to assess students' critical consciousness, the questionnaire exposed students to open-ended parts. This part clarified students' feelings about teaching reading on social

issues and the implementation of critical dialogue. It also helped validate the objective data to be more consistent to the statistical results from the previous assessment.

Due to the variety of the participants, collecting the data from quantitative instruments were not adequate to gain more insightful data (Greene, 2007). The research considered the combination of qualitative instruments into data collection process in order to answer the research questions in the aspects of students' reading ability and critical consciousness cultivation. Moreover, the qualitative instruments were also taken to the process in order to answer **research question three: *What are participants' attitudes toward critical dialogue-oriented reading instruction?***. Hence, the following parts present the implementation of qualitative instruments to responses to the three research questions. As of the following section, teacher's field note, interview transcript, and students' reflective journals are portrayed as the data collection parts to triangulate the data sets derived from the quantitative approaches.

3.4.3 Participant observation and teacher's field note

For the qualitative part, participant observation was proceeded throughout the study where a researcher was also a teacher simultaneously. The researcher was considered as one of the research instruments to understand human behavior in the situation being engaged (Cresswell & Poth, 2018). With the reason of participating on the site, the observer was active in the situation as being a part of it, so as the observer deeply engaged to the reality (Sommer & Sommer, 1997). As the basis of data collection, the participant observation was taken as accompaniment to the interview. From in-class observation, the researcher observed the ongoing circumstance in the classroom where the conversations, gestures, and other interactions took place. For that reason, the significant data from observation led to further notice or even to the interview. In spite of the fact that being a researcher in a classroom context might cause bias as a direct effect to the research result, participant observation provides beneficial results as well. The researcher was able to view the holistic situation in all aspects from participant observation, even the ability to access 'backstage culture' (Kawulich, 2005). It provided richly detailed information which was approachable for researchers to see all in a clear picture. Moreover, participant observation granted a high level of flexibility to adjust the other tools or questions to get along with the ongoing situation. For noting the data, the researcher operated this

process after each class. When it came to the unclear or unfinished thoughts, the researcher observed more to find out the results or note the event to activate in the interview session.

3.4.4 Semi-structured interview

Interview is a basic mode of inquiry or a tool to explore more complex feelings of an individual by unfolding intrinsic thoughts, perceptions, or interests. The process accommodated the data collection to meet with the deep meaning apart from relying solely on the surface of data. Nonetheless, the interview was not mainly about seeking for answers nor to test hypotheses, but its purpose was to engage with individuals' lived experiences and the meaning made from them (Seidman, 1991). To reach the deeper meaningful data, an interview took place at the end of the study. The interview was a semi-structured interview in which the questions were prepared in advance, but it expanded to the other questions when it came to more interesting points. The protocol was modified from the interview protocol proposed by Montoya (2016), consisted of 4 phases namely ensuring interview questions align with research questions, constructing the questions, receiving feedback on interview protocols, and piloting the interview protocol (see Figure 3.2). The interviews were individually conducted with seven participants.

The questions highlighted the reading texts, teaching reading on social issues, critical dialogue that they had been interacting with along the semester, and their perception of critical consciousness or the gradation of their perception before and after committing to all the process. The time period of the interview lasted around 15-20 minutes each, the total duration of time was approximately two hours counting on students' convenience. Also, the participants were suggested to give their responses in their L1 which provided them more comfortable feelings to participate in the sessions. As suggested by the ethical regulation, it was essential to count on students' willingness to participate in the part as well as their permission of all the processes namely, voice recording during the interview, making appointments for interview. Also, their names were latent and replaced by pseudonyms.

3.4.5 Students' reflective journal

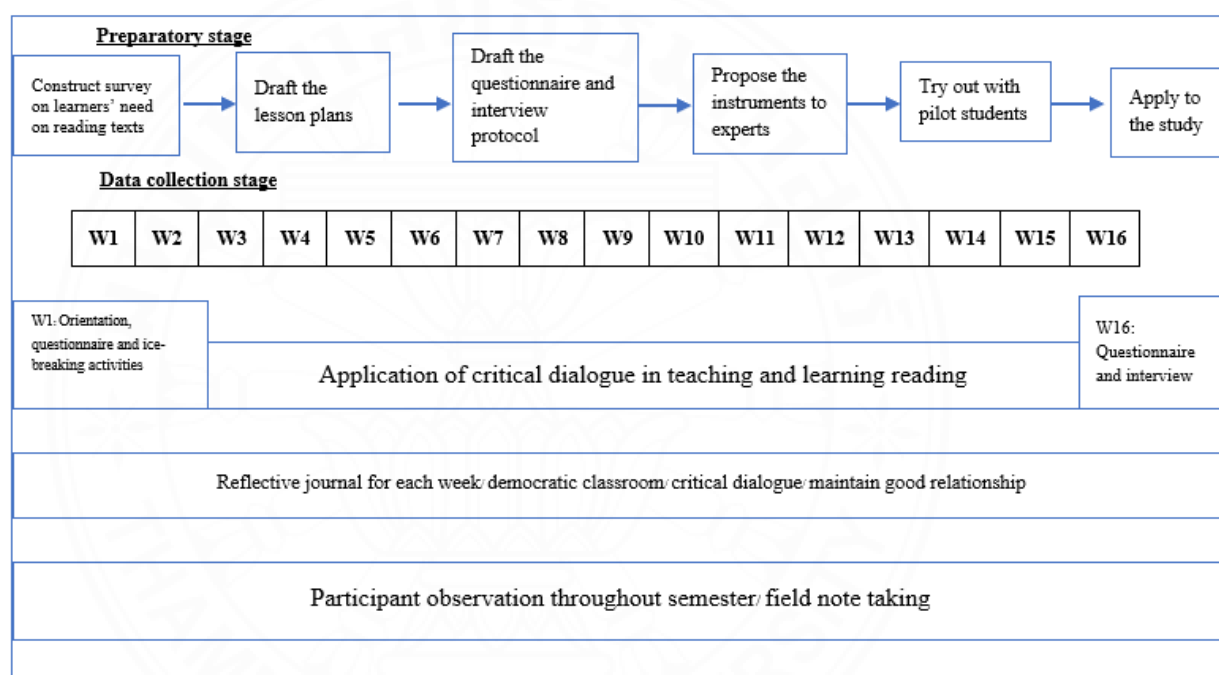
This study applied another kind of qualitative inquiry, reflective journal. Defined by a number of scholars that reflective journal provides space for individuals to uncover their cognitive insights and their internal experiences (Baldwin, 1991; Corey et al, 2007 & Hubbs & Brand, 2010). In this study, students were encouraged to write their own reflective journal after reading in each class. To reduce their pressure on this task, the researcher encouraged them to proceed this task outside the classroom, so as they could spend their time desirably and feel comfortable to write or rewrite their cognitive insights as much as expected. This concept also allowed students to take their time to espouse their experiences, feelings, arguments, and other relevant factors to present in their journal as reflection (Mezirow, 2000). Furthermore, students were encouraged to write their journal in their L1 (Thai language), since the use of L1 facilitated students to overcome affective barriers of language and also grows student confidence (Pan & Pan, 2010). For that reason, students could express literal thoughts, ideas, opinions, questions, and so on without struggling with the problems of language errors. This study was conducted in a Reading and Writing course, students engaged in critical dialogue with 7 different texts which discussed their contents on social issues. Therefore, students wrote the reflective journals every week and submitted it at the end of semester. Separately, students' reflective journals were not be scored in the Reading and Writing course, they were taken to qualitatively interpret only for the research part.

3.5 Research procedure

This section explains the research procedure of developing students' critical consciousness. The following figure describes the steps of procedures in this study.

Figure 3.3

Research procedure in this study



3.5.1 Preparatory stage

On the basis of 4 main steps suggested in action research (Kemmis & McTaggart, 1988; Gebhard, 2005), the cyclic process, which concerned *Plan, Act, Observe, and Reflect*, was implemented along this study. At the beginning, *Plan*, the instruments were designed to perform in the study. They consisted of gathering students' needs and interests on reading texts, students' self-evaluation questionnaire with open-ended questions and the interviewing protocol. In consequence, to reassure that the instruments were well-conformed to the purposes and research questions, in the other words, the validity confirmed that the instruments precisely measured what to be measured for their intention (Li, 2016).

To meet with that end, the researcher drafted the lesson plans, a survey questionnaire, self-evaluation questionnaire and interviewing protocol based on the concepts of teaching reading on social issues to cultivate students' critical consciousness together with the three research questions. The instruments were submitted to the experts to validate the contents by examining the congruence between the contents, purposes, and items in the questionnaire as well as the interviewing questions. The examination was proceeded accordingly to the principle of the Index of Item – Objective Congruence (IOC) and the values were drawn out between 0.67 – 1. After having the instruments validated, the researcher conducted pilot study to investigate the intervening factors which could interfere with the instruction. There are a number of elements that the researcher planned to gain the scope namely reading texts, classroom atmosphere, dialogue, and time allocation in each class. Despite the underpinned elements, the researcher distributed the observation widely to the other aspects that might come into play as the relevant factors as well. Moreover, a reading comprehension pretest was distributed to students before the study starts. The test was the standardized test authorized by the original copyright under the authorization of Michigan Language Assessment (MET). Implementation of the reading comprehension pretest yielded the study to gain the aspects of student's ability and to investigate how students' reading ability got improved at the end of the study.

3.5.1.1 Students' needs and interests

This study was harmoniously conducted under the concept of critical dialogue - oriented reading instruction. At the early stage, students' needs on class management in terms of reading texts, teaching and learning style, and learning activities were elicited through the survey before the semester started. The survey yielded the chance for the teacher and the students to shape up the course to be democratic course where every voice counted. As a part of the survey, students' needs were divided into 3 parts which are students' needs on class management and activities, texts and issues implemented in classroom, and open-ended section for them to narrate what and how they would like to learn and gain from this course as well as the designation of classroom practices.

As the mainstay of the instruction, reading texts were considered as the essential part which yielded the classroom to be critical and be a free space for students to share their perspectives over the issues given through the texts. Table 3.2, shows that they put the mean of 4.50 upon item 2, the item of texts that should be relevant to social issues so that they could relate themselves through the reading of the texts. To support the need that the students required to read texts with social issues can be seen through item 1 that students' cultural identities and experiences should be accounted for, since they could take their first-hand experience to play in classroom activities rather than using their vicarious feelings or experiences. The mean of the item was calculated at 3.63 which can be interpreted that the students' preference falls into taking their own cultural identities and lived-experience into play in the reading classroom. Item 4 also asserted students' need for bringing their background into the classroom by the mean of 3.50 which pointed out the agreement of using the texts based on the matters that they could relate their background with. This result fetched the room for the issues going on in their daily life to be part of instruction. Moreover, the students also corresponded to the mentioned reason of using reading text with social issues through item 5 and item 6 with the means of 4.36 and 4.30 respectively.

Table 3.2

The results of students' need on reading texts

No.	Items	Mean	STD
1.	The contents in the reading classroom should account students' cultural identities and experiences.	3.63	0.80
2.	The texts implemented in the classroom should be relevant to social issues.	4.50	0.62

No.	Items	Mean	STD
3.	The unfamiliar contents in reading text sometimes make me confused even if I understand the language used in the texts.	4.33	0.75
4.	I believe that I can read better if I can relate my cultural background to the text when reading it.	3.50	0.93
5.	I think reading texts should be practical and connect to daily life.	4.36	0.80
6.	Reading texts with social issues assists me to relate my experiences to the content better.	4.30	0.83
7.	It is easier to comprehend the text in literal and meaning level before moving beyond critical reading.	4.36	0.85
8.	I think it is important to take the writer's intention in consideration when reading texts.	3.73	1.08

N = 30

4.21-5.00 = Strongly agree, 3.41-4.20 = Agree, 2.61-3.40 = Uncertain, 1.81-2.60 = Disagree, 1.00-1.80 = Strongly disagree

Pertaining to classroom conditions, the items presented the statements on tentative activities and texts which should be taken to this course and there are some items that pointed to the level of strongly agree. The items are item 2, item 11, item 13, and item 14 (See Table 3.3). With means higher than 4.5, they lead to the interpretation of students who greatly value the ideas of a friendly classroom. To elaborate that point, the highest mean among those items was the mean of 4.83 from item 14 which concerned the desire of presenting their perspectives without any judgments from the teacher or the classmates. Furthermore, the ideas of expressing ideas freely in the reading classroom where students are from different backgrounds were provided through item 13 and item 11 with means of 4.60 and 4.70 respectively. The results displayed students' need to be pressure-free learning in this reading

classroom where they would like to share their perspectives based on their beliefs and cultures without being gauged by anyone in the classroom. Also, item 10 pointed out that the students preferred to have their L1 presented in classroom. With the mean of 4.36, the result can be implied that the students would feel more secured with knowing that their L1 can be performed when they face the English communicative troubles. Similarly, item 15 carried the mean of 4.26 and affirmed the concept of using local identities in reading activities as the students could take their different experiences on the same matter to share with the entire group.

The result derived from the survey had provided the guidance of critical activities where students were able to work with their inquiries by raising questions to conceptualize and reconceptualize the text they were reading. Through Item 12, the students agreed with raising questions to expand their area of knowledge and it would make them feel comfortable participating in the classroom rather than passively learning dominant ideas from the texts without expressing any pieces of their inquiries. In the same vein, the inquiries would lead to the discussions where the viewpoints would be elicited. This referred to the activities for students to help each other see the texts in different ways since they viewed the texts by using their different lenses so that they could share the blind spots which their friends might overlook, the idea was supported by the mean of 3.53 from item 9. To meet with the multiple viewpoints, considering writers' intentions would take them to view and reflect the ideas in various kinds of lens and item 8 showed the essential of taking writers' ideologies into account. Similarly, the students proposed their voices on grounding reading comprehension ability before moving onto critical reading. Item 7 assured the need of reading comprehension development at the mean of 4.36.

Table 3.3

The results of students' need on learning conditions

No.	Items	Mean	STD
9.	The variety of viewpoints of the texts from my classmates can help me to understand the text better.	3.53	1
10.	The first language should be accepted in the language classroom.	4.36	0.80
11.	Reading classroom should be a free space for students to share ideas over the topic being read.	4.60	0.89
12.	Raising questions to expand the area of knowledge and thoughts makes me feel more comfortable to participate in class activities.	3.33	1.02
13.	Classrooms should be the place where students can freely express ideas.	4.70	0.53
14.	I like when my teacher and my classmates do not judge me when I talk about my perspective towards social issues from texts.	4.83	0.37
15.	I feel confident when I can express my local identities to relate with the reading texts.	4.26	0.86

N = 30

4.21-5.00 = Strongly agree, 3.41-4.20 = Agree, 2.61-3.40 = Uncertain, 1.81-2.60 = Disagree, 1.00-1.80 = Strongly disagree

The finding on students' needs on instructional materials and learning conditions was related to the study of Poedjiastutie and Oliver (2017) in that undergraduate EFL students possess pragmatic need for learning English in order to accomplish the different goals. Together with the pedagogical implications from the

study of Bruton and Marks (2004), that the text selection should account the local voices of students as it can foster the students to learn language and preserve their identities when tackling with the text.

By all means, the survey provided the clarification of text implementation as well as the activities for students to participate in the classroom. The table 3.4 shows the texts in which the topics and contents were concerned with students' interests. According to the concept of critical literacy proposed by Lewison et al (2015), the dimension of personal and cultural resources draws the classroom to be horizontal, that is, the students fully engaged with the subject from the starting point of the course. The classroom, in addition, became a place where the students and teacher could help each other to reconceptualize the given knowledge by accounting realities that the students are facing and carrying with them. The reading texts, afterwards, were set as the primal mainstay to draft the lesson plans which consisted of 7 different topics of reading as shown in Table 3.4.

Table 3.4

List of reading texts implemented in this study

Text no.	Reading Texts	Themes
1	Ariel	Love Beauty privilege
2	Pat and Paulette	Gender diversity
3	Boys or Girls: Why do we even have to prefer?	Gender discrimination
4	Coco Chanel	Fashion and autobiography
5	The Necklace	Capitalism Social classes

Text no.	Reading Texts	Themes
6	Wonder	Differences in society
7	A very old man and enormous wings	Beliefs and norms

For that reason, the initial preparation in the circle emphasizes the content of the curriculum to effectively begin the study as responding to student-centered perspectives and to stimulate them to understand the text and alter their understanding to arrive at a critical level.

3.5.1.2 Pilot study

This study aimed to begin the data collection at the beginning of semester 2 in the academic year 2021. Before doing so, the researcher conducted a pilot study in order to gain more perspectives on the use of research instruments and also to reassure the process of critical dialogue and texts with social issues implementation in the classroom. The instruments were allocated to the intact group of first year students to gain the feedback and comments as well as the possibility to proceed the study in more thorough ways. The pilot study provided the following aspects to this study.

1) Learners' reading comprehension ability. The pilot study revealed that learners with different levels of reading comprehension would work on the text in different ways. Those who have reading skill would read the text quite fast and draw out the main ideas of texts quite quickly, whereas those who struggled with the reading process tended to spend more time and slightly misunderstood the ideas of the text.

2) Reading text. This study applied reading text focusing on social issues such as patriarchy in family, inequality in society, and capitalism with classes. The learners could read the text and simultaneously relate themselves to what they were reading. Due to after-class discussions, the length of the texts had become a point to consider. Most of the students were quite familiar with the 1-page text, thus, the text implemented in the study should be in quite that size or no longer that 1 page

and a half. However, after conducting the pilot study, the students reflected on the difficulty of some vocabulary that they could not understand the concept of the terms. They solved the problem by using dictionaries and it took more time to work on the given texts and asking for extra assistance with the specific terms.

3) Critical dialogue. Critical dialogue mainly involves inquiry and the question raising and it took place in all stages of reading: pre-reading, while-reading, and post-reading. This pilot study has displayed that most learners, at the beginning, seemed to be uncomfortable to raise questions toward the points from the text. They would ask their group members to help and ended up mumbling their ideas only in order to answer the questions. After a moment of discussion with their group members and being encouraged to raise the questions with no judgment from the teacher and classmates, the learners became more engaged in exchanging experiences within the groups and to the class even though they were still hesitant from time to time.

4) Class activities. The students participated in activities in various forms namely brainstorming, discussion, raising questions, critiquing ideas, and class presentations. This pilot study uncovered the benefits of critical dialogue through class activities as well as the drawbacks of them. During the activities, the learners exposed themselves to group discussion yet few students were striving with taking out their ideas to share with the entire group. Despite the ideas they came up with, they still held them back with their shyness or the fear of sharing it.

5) Time allocation. The time set for each reading class was 3 hours to cover reading activities on social issues using critical dialogue. According to the time set and reading activities which required different amounts of time, the time allocation was portioned out into 4 slots as shown in Figure 3.3

Figure 3.4

Time division for critical dialogue-oriented reading instruction

Pre-reading 20 Minutes	While-reading 1 Hour	Post-reading 1 Hour	Beyond-reading 40 Minutes 3 Hours
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After the class, the learners reflected on the allocation of time that they need more time for the post-reading activity where they were required to present and exchange their ideas to the class. Since they spent only 45 minutes for the while-reading activity by achieving reading comprehension on the text, the more time will be distributed to the post-reading activity. Thus, the learner would have more time to work on their activities.

3.5.2 Data collection stage

3.5.2.1 Class preparation

After implementing the step of *Plan* in the previous stage, then, the researcher proceeded *Act step*. The researcher managed to prepare students with class orientation. The orientation took place in the first class and consisted of the process of contributing consent forms to students and declaring the objectives of this class and the presence of this study. To protect students' rights, they were informed about the research which turned the classroom to the research site. They were also be notified about the research procedure all along the semester and their permission were needed for all the processes they involved, which they could participate in and withdraw from the part they feel uncomfortable with. Moreover, students were requested to write their reflective journals to orate their voice of perception on each class. The researcher also confirmed that the research and the subject grading were completely separated.

As mentioned earlier, students in this class were mixed with different ethnic groups and they performed various kinds of local languages and cultures. The activating students' prior knowledge was essential to glue them together in the means that they could also learn English and preserve their own identities. For

that reason, students were invited to familiarize themselves with their classmates through games and informal talks. During wrap up activity, students and teacher discussed the previous activities and the variety of individuals in class, thus, students acknowledged the diversity and multicultural ways of life existing in class. The outset of critical dialogue began at this stage to get students familiar with the concept of critical pedagogy and they were well-prepared when the reading texts on social issues are presented in the next stage. Freire & Shor (1987) supported that dialogue maintains horizontal relationships in the classroom and it also fostered good relationship and acceptance among class members. The researcher created a small space for small talk to make trustworthiness between teacher and students as well as among students themselves. The topic in this informal talk helped the researcher to learn students' natures as the topics were deployed to reading habits, interests, and learning reading English issues they would like to share, even the injustice that they have experienced or encountered in everyday life.

3.5.2.2 Teaching reading English on social issues by using critical dialogue

Due to the 16-week-course, the researcher applied 7 different texts which the contents were drawn from students' needs and interests. For doing so, students engaged their 2 weeks per reading text. The teaching reading process will be conducted as suggested by the dialogic framework of Rungwaraphong (2018) which is systematically presented in the sequences; pre-reading, while-reading, post-reading, and beyond-reading. Meanwhile the critical literacy model of Lewison et al. (2015) also reinforced students to read with various perspectives through the reading instruction. Additionally, the critical questions guided by critical literacy scholars such as McLaughlin & DeVogd (2004), Lewison et al. (2015), Rice (1998), Bomer (2020) were adopted and adapted in this stage (See Table 3.6). The following steps illustrate the reading instruction with critical dialogue on social issues.

(1) Pre-reading

To start pre-reading activity, a reading topic was introduced to students by inviting them to discuss the topic from their recognitions and experiences from their cultural aspects regarding the differences on their social actions and norms from their communities. In this stage, the intriguing vocabulary from the text was presented through visual aids, or worksheets. Moreover, to prevent students from

being bombarded with the language, the linguistics features were introduced and the students worked on the definitions with the teacher's facilitation. By having discussion, the teacher presented some guided questions to shape critical dialogue to the sessions. The students, then, engaged in group brainstorming and discussion and they were also able to enable their experiences and cultural backgrounds to the topic. They might be struggling with participating in critical dialogue at the very first week, yet they learned how to raise critical questions and to carry the dialogue with teacher's facilitation. Having students familiar with the vocabulary and language use bounded students to prepare themselves to decode the text on the next move. At the outset, preparation of reading comprehension performed a good start that students could reach the literal message the authors attend to convey.

(2) While-reading

Students performed their reading practices in small groups as the multiple perspectives which emerged within group discussion since the members from different sociocultural surroundings. The while-reading stage facilitated students' reading process through cognitive development. Besides, the teacher introduced various reading strategies to the process such as guessing the meaning of the unknown words, think-pair-share, skimming, or scanning, for instance. On this account, during the group work, critical dialogue involved students to agree and argue over the ideas illustrated by the text. In this stage, the teacher maintained the class atmosphere to be democratic by raising some reflective questions to extend students' critical perspectives. By way of explanation, shifting students' reading process from decoding information to questioning biases, marginalized voices, and injustice, triggered students to seek dominant views delivered by writers. Due to the activity run in group works, critical dialogue became more involved as the critical questions guided and helped the students to deeply investigate ideas from the reading texts. The teacher monitored class atmosphere to ensure that students were able to liberally share their thoughts and ideas while working on the text with the teacher and their group members.

(3) Post-reading

After students were equipped with the ideas from texts and through their lived experiences and cultural backgrounds by exchanging their ideas

with their classmates and teacher, they completed comprehension worksheets, role play, retelling stories, and performed their in-class oral presentation in groups. Class discussion cherished students' critical views and the critical space for them to value their voices. The confidence was increased when students enter the dialogue at the larger level (Kincheloe, Slattery & Steinberg, 2000). The class was considered the free space for students to play with the sociopolitical ideas that could come to the area. Students' various cultural aspects were fully welcomed to join in this stage. Critical dialogue had driven students to meet with critical lens when the questions revealed the prejudices and domination ideas, so as students could tackle with multiple views and articulate themselves more to the diversity of their classmates through the features of critical questions and dialogue, and this could lead to the acceptance of differences in their community, and in society at large.

As shown in the conceptual framework of this study, four critical dimensions (Lewison et al., 2015) performed the premises and drawn-out in-depth investigation on texts. As consistent with the critical literacy model, the concepts proposed by Lewison and colleagues had been considered to integrate in the practices. The model consisted of 4 dimensions namely 1) disrupting the commonplace, 2) interrogating multiple viewpoints, 3) focusing on sociopolitical issues, and 4) acting and promoting social justice. These dimensions enriched the study to be healthy and compatible with critical consciousness construction. Each dimension helped students read the texts with a critical lens, widened their perception of the world, and perform action in some way against injustice.

In practices, the discussion was the stage for the students to critically interpret the texts from various lens and the teacher was a facilitator to help the students with the practices. After the students finished their comprehensive tasks, they were asked to problematize their existing experiences which relevant to the texts. The critical questions, again, were taken to guide the critical dialogue. In group discussion, the students shared their stories derived from their everyday practices and interrogate them if they were politically or socially positions in their own social circumstances. In other words, the students could problematize the context of the text if the text overflows with hegemonic power through the language presentation. In line

with Fairclough (1989) & Gee (1990) that scrutinizing language that impacts identity and culture supports disrupting the status quo.

During critical discussion, interrogating multiple viewpoints occurred within debate and discussion. Since the students were culturally diverse, they tended to put their distinctive ideas and norms based on their sociocultural and sociopolitical backgrounds into the dialogue. At the first week of the study, the students needed leading questions to reach multiple viewpoints. The teacher guided them to seek for heard and unheard voices in the texts. Later on, the students gradually view the text presentation from various point of views.

The third dimension was harmoniously perceived as focusing on sociopolitical issues, the unveiling of how they exposed themselves to people or objects when it arrived at the conformity in power-structured communities. In group discussion, the teacher monitored if the all the group members engaging in critical dialogue as well as paid attention to the issues they shared. Most of members tended to shared their personal anecdotes while only few members could relate their personal anecdotes to power in larger systems. Thus, at the beginning of the study, the teacher needed to direct the students by giving leading questions to stimulate them about considering how sociopolitical conditions affect their perceptions and actions. After that, the students gradually learned to observe sociopolitical issues presented in the texts and apply to their critical discussion. Toward the end of the study, it was evident that students could pose questions to political power enacting in their lives.

(4) Beyond-reading

The fourth dimension, tasking action and promoting social justice, was also interrelated to the other three dimensions. The initial model suggested the engagement of praxis, the students reflect and act to the injustice to transform it. In classroom practices, the students partly expressed their action toward the unequal power as supported by case studies of Lewison et al. (2002) that the findings of the classroom on this dimension are limited. However, the teacher could keep students consciously interacting with the texts by maintaining the democratic atmosphere in the classroom, so that students could call out their voices and others'. Apparently, all the dimensions allowed the confluence for critical dialogue to grasp students' voices and to recontextualize the knowledge.

This stage drew students' body of knowledge out to play practically outside the classroom. After students read and examined the text carefully. The researcher gathered students' critical consciousness on promoting social justice from their reflective journal, open-ended questionnaire, as well as semi-structured interview. On this point, students were able to integrate their critical thoughts to the ongoing situation and further to reconceptualize the social practices in the way that they could interpret the world with their critical lens.

In teaching practice, the final activity led to writing practice. Writing is the students' output after they receive sufficient input. The students were assigning to write their thoughts and opinion about what they learned from the texts. The teacher explained the purposes of writing tasks that they were the space for the students to change or reconceptualize the stories to serve with justice points. Due to the limitation of their language proficiency, the students performed their writings in simple sentences or short paragraphs.

Table 3.5

The questions implemented in the reading process.

	Pre-reading	While-reading	Post-reading
Bloom Cognitive Taxonomy (2001)	<ul style="list-style-type: none"> - How can you relate your experiences to the topic? - Could you name three things you can see in your daily lives? How could you describe the topic based on your cultural backgrounds? 	<ul style="list-style-type: none"> - Could you classify the ideas in this text - How could you compare the similarities and differences of the situations to your own contexts? 	<ul style="list-style-type: none"> - Does this text present the relationship between personal experience and larger systems? - Could you design the different situations from your aspects and experiences?

	Pre-reading	While-reading	Post-reading
Critical Literacy Question (McLaughlin & DeVogd, 2004)	How would you contribute to your understanding of the text?	- How might alternative perspectives be represented?	- Whose viewpoint is expressed? - Whose voices are missing or silenced?
Critical Literacy Question (Rice, 1998)	Where might you find this text? To whom is it written?	- Why was the text written? - How does the language of text help to achieve its purposes?	- Who else probably wrote it? - Are there any relevant cultural factors of writing this text?
Critical Literacy Question (Bomer, 2020)	What can I guess about the perspectives of the writer?	- What perspectives, practices, or people are valued in the text?	- What readers might be positioned as insiders? - What readers might be positioned as outsiders?

3.5.2.3 At the end of the semester

After students had completed reading all the texts, the researcher allocated, again, the reading comprehension posttest in order to see the differences of the result of students' reading comprehension ability. Also, the researcher collected the data of how students developed their critical consciousness through reading social issues-oriented texts and critical dialogue. The inquiry led to the procedure of 2 methods which are questionnaire and semi-structured interview.

(1) Questionnaire

In week 16, students were requested to rate the items in the questionnaire. The form was 5 Likert-scale ratings which all the items derived from the concepts of critical awareness, critical reflection, and critical action. To make clear, the questionnaire was the same one that the students take at the beginning of the

semester. The questionnaire distribution in this stage included the open-ended questions in order to qualitatively collect students' perception on developing critical consciousness after learning reading English on social issues through critical dialogue.

(2) Semi-structured interview

Before the provision of semi-structured interview, the students' reflective journals were handed in, in order that the researcher could draw the ideas across the data from journal and apply the interesting point in the upcoming interview. The final stage of the data collection is semi-structured interview. The procedure was conducted at nearly the end of the semester. As suggested by Creswell (2007) that interview brings out self-reflection which advocated data from portrayals of outside-context experiences. The statement indicated that there lie some unexpected information and questions of inquiry could be expanded to meet with the contexts and explanations. The interviews were individually conducted with seven students outside classroom to avoid the tensions caused by the classroom settings. The interviews lasted 15-20 minutes each and overall time duration was 2 hours approximately. During the process of interview, the beforehand drafted-interview questions were adjusted to match with the ongoing circumstances. However, when it came to unforeseen points that the students take to cover their data, the additional questions were addressed to discuss and seek for the meaning of their experiences and struggles they may have when critical consciousness being developed.

3.6 Data analysis

With regard to the third step of action research, *Observe*, the gathered data were analyzed in order to see if there yield the occurrences of interventions in the results. Table 3.6 describes the data analysis which is divided into parts which are quantitative data analysis and qualitative data analysis as followings;

Table 3.6

Data analysis in this study

Quantitative data analysis		Qualitative data analysis	
Questionnaire	Mean, percentage, and standard deviation	Teacher's field notes	Analytic induction
		Students' journal	
		Open-ended questions	Thematic analysis
		Interview transcripts	

3.6.1 Quantitative data analysis

Quantitative analysis concerns 2 types of data which were derived from reading comprehension test and students' self-evaluation questionnaire. After collecting data, the data were analyzed through SPSS program where mean, percentage and standard deviation have been deployed. Since the questionnaire is aligned with 5-Likert-scale, the researcher applied the concept of Vagias (2006) which identified the intervals interpretation. In addition, Paired dependent T- Test was implemented since the dichotomy of reading comprehension test and questionnaire distribution which were scheduled both at the beginning and at the end of the study. Thus, Paired dependent T-Test was able to investigate the significant distinctions between the pre and post data collected from reading test and questionnaire (Ross & Willson, 2018). This was to conform to the research questions regarding on the extent of students' reading ability and the inquiry on how students 'critical consciousness was cultivated through their participation in critical dialogue-oriented reading instruction.

3.6.2 Qualitative data analysis

Qualitative data analysis concerned 2 sorts of processes namely analytic induction and thematic. Teacher's field note and students' reflective journal were taken to interpret by analyzing through the method of analytic induction as the data was derived from social action or experience which draw the development of explanation of the interaction process (Katz, 2001). To elaborate, the data collection in forms of teacher's field notes and students' reflective journals captured the underpinned phenomena happening in research site in the way that they provide a

causal reason for the results. The research initially pinpointed the inquiry on students' reading ability development, cultivating critical consciousness and students' attitude toward critical dialogue-oriented reading instruction as the cornerstone to analyze the data, however, there may lie some unexpected interesting issues procuring from the field note and journal. Thus, the researcher could take this perk of analytic induction approach to explore the consequential behavior or issues which might be at surprise.

The procedure of analytic induction was divided into three steps. First, the researcher gathered the data from observation field note that the researcher recorded intriguing and underpinned phenomena in classroom. The phenomena concerned conversations, gestures, students' interactions, and so forth. Whereas, the other type of data was taken from students' reflective journals presented students' self-observation when participating in classroom practices, feelings, and reflective opinion after each class. Second, the data were analyzed to see similarities and differences in the aspects of students' reading ability, how students' critical consciousness was cultivated, and students' attitude along the study. The analysis hypothesized the phenomena that 1) students' reading ability was improved through the activities and critical discussion. 2) students' critical consciousness was cultivated along the study and the extent of the cultivation encircled students' awareness on personal level to sociopolitical level, critical reflection from perceiving various perspectives, and their action to tackle with dominant power. 3) students positively expressed their attitude toward critical dialogue-oriented reading instruction. Third, the researcher reconsidered the data again in order to seek more evidence to reassure the three hypotheses and more relevant evidence were found in the field notes and students' journal. Finally, the researcher marked the hypotheses as the results of the study.

This tool made the datum meaningful from ways of patterning, classifying, and reorganizing them into themes. For doing so, themes are able to draw holistic perspectives and relation to particular topics. Obviously, thematic analysis provides likelihood of the interpretation steps in order to explore the apparent answers to the research questions. The other approach taken to the data analysis was thematic analysis. The approach was taken to explore the data from open-ended questionnaire and semi-structured interview transcript. The questions presented in open-ended and

interview parts play as the compass for participants to share their experiences and ideas. Thematic analysis aimed at exploring the evident explanation and understanding of ongoing circumstances, then, categorizing the significant premises into themes (Attride-Stirling, 2001 & Creswell, 2012a). The six steps of thematic analysis were conducted respectively. First, the researcher took off with the collective datum from open-ended questionnaire and semi-structured interview transcripts and had data broad viewed by reading through all the data. Second, the researcher organized the data into smaller chunks of meaning by highlighting set of feeling expressions, ideas, thoughts in different colors. Regarding the categorizing process, coding was employed as a method of discovery (Miles, Huberman & Saldana, 2014). Move onto the third step, the coded parts were grouped into patterns. The categorizing procedure generated multiple codes which related to themes to response the three research questions. Then, the fourth step involved theme reviewing where the researcher reassessed the whole set of data again in order to reaffirm that there was nothing overlooked at the initial screen. As such, the next step allowed the researcher with a list of themes in hand and define the definitions of each theme. The last step was reporting data as research findings. The researcher took the themes with definitions to develop research results with supportive evidence to systematically clarify each theme.

To validate the qualitative data, two debriefers who possessed experiences in researching and teaching English in Northeastern contexts were requested to co-investigated the coded themes. The procedure was conducted in forms of roundtable discussion. The focus was to probe and recheck whether the themes were biased and had ambiguities. The discussion took approximately 4 hours as the investigation went theme by theme. The discussion among debriefers and the researcher helped strengthen the results of the study and it helped eliminated nebulous points and biases that might have been placed in the data interpretation.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter provides the research findings derived from the 16-week-course of critical dialogue-oriented reading instruction. The findings concern the students' reading ability development through critical dialogue-oriented reading instruction. Also, the cultivation of students' critical consciousness was discussed and presented along with students' attitude towards critical dialogue-oriented reading instruction.

The overall views about the general teaching and learning situation are described in order to point out the steps run along to the theoretical framework. It includes teaching procedures throughout the semester. As this chapter provides the responses to the three research questions, the application of critical dialogue-oriented reading instruction to enhance the students' reading ability is discussed and served research question one. While, students' critical consciousness cultivation, also, is described in response to research question two. The discussion of critical consciousness cultivation is placed in the array of aspects of critical awareness, critical reflection, and critical action respectively. Lastly, the students' attitude toward the instruction is also depicted to serve the third research question. Moreover, the hindering factors that affected the students' critical consciousness development are also mentioned at the final part of this chapter.

Aligned with the concept of action research, the cyclic process places *Reflective* as the final step (Gebhard, 2005). Reflective practice was applied to shape the extents of the outcomes to best match with research objectives and research questions. As marked by Anderson & Herr (2009) that “deliberately and systematically undertaken and generally requires that some form of evidence be presented to support assertions”, the reflective thoughts in this study clarified the results and also evaluated some causes and effects within and beyond the study realm.

4.1 Overall view

4.1.1 Teaching procedure

This part portrays the overall view of this study from course designation to the final activities drawn from the framework of this study. It begins with the dimension of personal and cultural resources (Lewison et al., 2015) which requires the collaboration of the students to center the reading instruction in details. The teaching procedure was aligned with the adopted models and is depicted below. Also, students' reaction to the reading instruction is discussed at the final of the section.

4.1.1.1 Classroom management and activities

Regarding reading texts implemented in this study, as suggested by the framework of Lewison et al. (2015) that the critical literacy classroom must rely on students' resources. The teacher and students together outlined and pinpointed the contents which were implemented throughout the course. For doing so, the class was democratic and students involved in the course at the beginning of the study. The students' resources referred to the concept of 'funds of knowledge' that students culturally and historically oriented themselves to. Considering the dimension of personal and cultural resources, the teacher conducted the informal talk to explore students' funds of knowledge in order to obtain students' needs and to analyze the contents to go further on the topic they should learn based on their needs and interests. Text selection was derived from a result from a survey of students' need when the appropriation fell upon sentence structures, and difficulty of vocabulary. For instance, the excerpts were taken from literary category, autobiography of a famous person, or the narrative about life. Moreover, the contents involved popular culture and dominant power and voices which put some effects on their lives, problems in daily life, inequity they are encountering, experiences, or political issues and students could raise their dialogues toward the topics. Both printed and online were accepted in this study as long as the texts fit in the aforementioned characteristics.

The previous section portrayed the students' needs for reading texts which derived from the survey questionnaire at the beginning of this study and before the semester started. In consequence, the study was conducted relatively to

maintain students' identities while learning English through reading texts in a variety of context.

With respect to students' understanding toward the texts, this study aimed to ground the participant with reading comprehension, in order to make sure that students literally arrive at the main ideas and general views presented in texts. As suggested through the limitation of the study, the students' reading ability can be moved from the role of passive readers to be text analysts under the master of reading comprehension beforehand (Setyaningsih, 2020). Consequently, the students' critical consciousness was fostered by implementing critical questions and activities. In the pre-reading stage, the students were divided into groups of various ethnicities. The students from different backgrounds would express a variety of ideas based on their different perceptions of the issues. This stage lasted about 30 minutes as it covered warm-up discussion, some intriguing vocabulary introduction, and language patterns of the texts. The class began with a warm up discussion where the students could bring out their ideas from pictures, titles of texts, or raising questions. The critical questions in pre-reading activities were taken as an initial lead for the students to read with distinction goals. At the very beginning of the study, the students were a little hesitant to propose questions or share their thoughts and experiences with the class. However, when the teacher insisted on the democratic concepts that all voices were important and equal with no judgment, the students seemed to feel more comfortable and relaxed to share their ideas and opinions eventually. The shared experiences and thoughts on the given topics related with their local contexts since they often started their stories with "In my community..." or "In my village...". Obviously, the texts with social issues could articulate the students with the reality (Hubbard, 2013). The students signified the concepts based on their experiences both personally and vicariously.

Thereafter, the while-reading activities mainly focused on reading comprehension on the texts with social issues. The variety of reading activities was implemented in this stage. Since the teacher advocated the students to read by using the reading strategies, they were familiar with (i.e., skimming and scanning, finding subjects and verbs, context clues, or peer reading), the students came up with various reading techniques to assist them in searching for main ideas. Each text ended with

comprehension check in forms of making mind mappings, open-ended questions about the stories being read, vocabulary tasks, or retelling the stories from the students' understandings. This while-reading activity took about 50 minutes for the class to be engaged with text representation and the ideologies delivered by the authors. They were asked to read the text twice. The first reading aimed to prepare them with reading comprehension, whereas the second one focused on seeking authors' perspectives and hidden meanings behind the literal forms. Critical dialogue became more involved in the second reading, as the teacher assured that the students arrived at reading comprehension, taken as the post-reading stage, the critical questions came into the activities to engender the awareness of hidden ideologies lied in the text and the social issues drawn out from the texts are still ongoing in people's everyday lives.

According to the field note taken by the teacher and the students' reflective journal, reading in small groups afforded them the opportunity to exchange their perspectives with the group members and to open their minds to the different ideas and further to meet with the better understanding of text representation. In the same vein, critical discussion which included critical questions to acquire political and social aspects of text construction triggered the students to see the broader social systems that the authors put when shaping the stories. Moreover, critical discussion on reading text yielded the opportunity to the students to accept differences alongside cultivating their self-esteem. Table 4.1 displays the examples of the critical questions taken as the guidance to engender critical dialogue.

Table 4.1

The examples of questions during the reading processes

Pre-reading questions	While-reading questions	Post-reading questions
<ul style="list-style-type: none"> - What can I guess about the perspectives of the writer? - Does the title and the given vocabulary, images, or quotes provide you any clue to the content in the text? - Could you relate the concept from the title to your lived-experiences? 	<ul style="list-style-type: none"> - What are the ideas of each paragraph? - What perspectives, practices or people are valued in the text? - How many characters presented in the text? - How are you like/dislike the story? 	<ul style="list-style-type: none"> - How is each idea in the text connected to each other? - Could you please retell the story in your own words? - Could you divide the story into parts? - How could you compare the similarities and differences of the situation to your own contexts

In line with the critical literacy model proposed by Lewison and colleagues, the four dimensions of the model had been taken into the practices, and mainly started from the post-reading stage. The activities given in this stage supported the students to raise their voice by seeking the discursive aspects embedded in the texts. After meeting with the literal comprehension and the ideas from the texts, the students were encouraged to work in groups and critically rationed out about the unequal power relationships lodged in the texts by raising questions and discussing with their group members and shared with the whole class at last. To explain, after reading the text *“The Necklace”*, the discussion concerned how people conformed to dominant norms in society in order to be accepted and the students raised questions about biases in their local society (i.e., What would happen if she went to the party just with the clothes she has?, What would she do the next time this kind of situation

happen again?, Is she going to anxious every time she has no fancy things to wear to the party?).

According to the four dimensions of critical literacy model; disrupting the commonplace, interrogating multiple viewpoints, focusing on sociopolitical issues, and taking action to promote social justice, the first dimension led the students to work through the critical questions guided by the teacher and carried on and on by the students. The questions triggered the students to interrogate the issues ongoing in their everyday life as well as leading them to critique the given situation through a critical lens. The activities in this dimension were drawn into small group discussion as the students could problematize the ideas or the language used which derived from text presentation. The discussion was led by some questions emphasizing context and language delegations. The questions also drew out the students' ideas about presented and hidden voices from the texts. By sharing ideas toward the production of the texts, the students were able to reflect how they liked and disagreed with the parts of the texts.

The small group discussion also shaped this classroom to be horizontal, the students took the ideas and their inquiries to confabulate with their group members. The participant observation remarked the classroom as the free floor for the students to be good listeners and good sharers at the same time. The second dimension of the critical literacy model became operational in these activities. During the discussion and debate over the issues from the texts, the students from different local communities tended to exchanged their experiences on the issues. The teacher, then, guided them with the questions to consider other voices in the texts and to view the issues from others' aspects. The students tackled with receiving and sending the messages shaped by their sociocultural backgrounds. As a result, various perspectives were distributed in group discussions and consequently shared in class at the end of the activities. Furthermore, the discussion with the lead of critical questions steered toward the political power presented in texts. The students were invigorated by the critical questions and they had the wider lens to read the texts and critique the cultures, beliefs and ideologies the authors of each text had placed through the lines (See Table 4.2). Obviously reflected in the students' reflective journals that they never

learned to read the texts with critical thinking and lens before, thus, they felt the actual meaning conveyed in the passages.

Table 4.2

The examples of critical questions

- Whose viewpoints are expressed?
 - Whose voices are missing?
 - What readers might be positioned as reading this text?
 - Does this text present the relationship between personal experience and larger systems?
 - Why was the text written?
 - How might alternative perspectives be represented?
 - Did the text convinced you to rely on the presented content? Please explain.
-

The 16-week-course allowed the researcher to work on 7 different texts and the students engaged each text for 2 weeks. The first week of each text was taken to deal with the students' reading comprehension and the ability to acknowledge the ongoing social issues, multiple perspectives, and political power. The latter week served the concept of the final dimension of the critical literacy model, taking action to promote social justice. In this stage, the teacher helped the students to shape their critical dialogue by guiding them with the critical questions (i.e., How would you change the end of the stories?, If the situation happened to you or your close friends, how would you react?). The students carried the dialogue with their members and presented their ideas in forms of presentations such as oral presentation, retelling stories, or writing down their desires in their journals. The results were unfurled and displayed by the self-evaluation questionnaire alongside with the journals and field notes that the students eventually supported their friends or community members who are close to them to see the unjust points occurring in the society. Some students also noted down how they see themselves in different ways as they accepted the dissimilarities better both for themselves and others.

As mentioned all above, critical dialogue played as the main key to impel the students to critically discuss over the given issues and helped abolish the gap between teacher and students as well as among students themselves. It opened the floor for students to bright out their thoughts to analyze and share with the entire group at the end of each class. Throughout the semester, the students critiqued the texts in different themes and they received some distinctive perspectives in various forms. The presented findings of this study were similar to the empirical studies, the critical questions stimulated the students to scrutinize writers' intentions as well as eliminated the hierarchical system in classrooms with regard to the equal voice and right to be part of the setting (Shin & Crookes, 2005; Huang, 2011). By all mean, they gradually engaged with critical social practices in classroom and maintained the democratic atmosphere to the final class of the study. Besides, the critical dialogue with the reading texts on social issues were well-matched since the students could recall their experience and deal with the fertile ongoing situations in the society. The critical dialogue that lied in reading activity helped the student cultivate their critical consciousness.

4.2 The development of reading ability through critical dialogue-oriented reading instruction

Research question one: *To what extent do participants develop their reading ability though teaching reading English by using critical dialogue on social issues?*

Throughout the 16-week-course of critical dialogue-oriented reading instruction, the reading performance was promoted from reading comprehension to critical reading and ultimately reading beyond the literal level to critical level. The subsequent parts portray each factor that enhanced students' reading ability.

4.2.1 Students' reading scores

Before participating in the study, the students took the reading comprehension test. The test was developed from Michigan test and covered the four skills of English. The reading part was adopted to applied in the pretest and posttest for this study. Overall, the test covered 15 items to evaluate students' reading comprehension ability. The content presented in the test was 15 multiple choices

concerned making inference in different situations and reading passages (See Appendix F).

Table 4.3

The statistics for students' reading comprehension before and after the study

Result	\bar{X}	S.D.	t	Sig.
Pre	5.96	1.44	19.76	.001
Post	9.16	1.53		

Table 4.3 presents the overall scores of reading comprehension test. The test was contributed to the students twice: one before the semester started and the second after finishing the study. There were 30 students enrolled and completed the tests. The table displays the scores with average alongside with difference. The average score of the pretest was tested at 5.96 and raised to 9.16 after the students completed the 16-week-course. The difference of the scores was performed at .866 with the t-test of 19.76 (P value = .001). The interpretation concluded that the posttest scores of the students were higher than that of the pretest significantly. Thus, the reading instruction administered students' reading ability to be more effective through a variety of activities, instructional materials, and teaching approaches.

4.2.2 The extent of students' reading ability development

Apart from numerical results that show the improvement of students' reading ability, the qualitative data collected from fieldnote, journals, and interview transcripts also asserted that critical dialogue-oriented reading instruction has its potential to improve reading ability on the basis of linguistics strands and reading with critical perspectives. The results in this part are correlated to the Bloom's taxonomy (Anderson, Krathwohl & Bloom, 2001) which deploys remember, understand, apply, analyze, evaluate, and create.

The activities in this classroom corresponded to the lesson plans which derived from the theoretical framework of critical dialogue-oriented reading instruction. The instruction was operated accordingly to the array of teaching reading which concerns pre-reading, while-reading, post-reading, and beyond reading. As

demonstrated by the table of reading comprehension scores, the reading comprehension ability was significantly promoted. The participants continued their reading processes in the deeper dimension which was bringing the texts to construe the power use through language conveyed. The findings in this part were recorded on the field notes, reflective journals, and the interview transcripts and they were explained according to the stages of reading activities.

Table 4.4

Students' reading ability in relation to Bloom's revised cognitive domains throughout the semester

Bloom's revised cognitive domain (Anderson, Krathwohl, and Bloom, 2001)	Students' reading ability
Remember	Reading comprehension
Understand	
Apply	Reading with critical lens
Analyze	
Evaluate	
Create	Reading to Writing

Table 4.4 shows students' reading ability throughout the semester, and the following parts also discuss the process of reading ability development through the six cognitive domains (Anderson, Krathwohl & Bloom, 2001). The table shows students' ability from lower-order thinking levels which are corresponded to the ability to comprehend the texts in literal levels. With the respect of the basis of comprehension, the students improved their reading ability to meet with reading with critical aspects where they performed the analysis of language use in texts and the evaluation of how texts positioned the readers. Eventually, they reached the top layer of the cognitive domains which is the creating level. The students were able to create and co-create their knowledge based on the concepts they learned from the texts through writing practices. The following parts provided the details to support the reading ability development throughout the semester.

4.2.2.1 Achieving the development of reading comprehension

Along the study, reading tasks engaged the students to improve their reading ability. In relation to the Bloom's cognitive domain (Anderson, Krathwohl & Bloom, 2001), the reading exercises were consistent to the domain of *remember and understand* and they took place along the study to assist the students with their reading comprehension development.

Once the teacher ensured that all the students were prepared with the themes and the important terms from the texts, the reading texts were individually distributed to the student to read. The results found out that the students applied the reading strategies accordingly to their preferences. The most often used strategies was skimming and scanning the texts in order to catch the gist of each paragraph and the confirmatory reasons. At the end of the reading, the comprehensive worksheets measured that the students gained reading comprehension of the texts and be able to display the comprehension through the presentation such as mind-mappings, oral presentations, or retelling stories. However, some students faced with the struggles due to the misconception of the norms embedded in texts. The critical dialogue brought the various perspectives including similar notions and ideas from their friends who had the relevant lived-experiences on the issues being read and simplified the terms with understandable explanations. To elaborate, the students were encouraged to exchanged their ideas about the given vocabulary by leading questions from the teacher (i.e., How could you relate your backgrounds to the situations?, How would you contribute your understanding of the text?). For instance, the student read the texts "Wonder" and there were some familiar terms and concepts appeared in the text. The group discussion with the concept of critical dialogue that came into the practices, each member helped one another to retell the story with their local stories which similar to the concept presented in the texts and it made the students who misinterpreted the texts to comprehend the texts better. The evidences suggested that the critique of word recognition, sentence structures, text structure, and the norms embedded in the texts could help the students to picture the holistic views including to probe the writing purposes at the end. Supported by the excerpt from the interview, social-oriented texts yielded the space for critical dialogue to take place and elicit the more perspectives from the texts which helped the students with reading ability.

At first, I did not understand the 'Bleeding Scream'. I thought about something else like some horrors characters in movies. I did not quite understand much about that part and the word was mentioned again in paragraph 4 I was still confused. I decided to ask my friend and her explanation helped. (Student 02)

The teacher as the class facilitator observed the settings if the students needed help with their reading and discussion. The extract taken from a reflective journal implied that Student 02 felt that he was not quite understand the meaning of the text due to the unfamiliar concept of Bleeding Scream costume that the main character wore on the Halloween day. The teacher followed up this point in a small talk after class and found that he was not familiar with the concept of Halloween activities in schools since there was no such school festivals involved with festive dressing in local school contexts. Most of the groups grappled with the reading problems by asking their group members for clarifying the points. As presented in the excerpt from Student 02 shows that the students with different cultural backgrounds and interests could fulfill the gaps when it comes to the unclear points.

Moreover, the groups carried the mixture of language proficiency level, the group work helped with clarification for the students who needed more explanation about the unfamiliar terms and concepts. The following extract from Student 30 and Student 22 depict the helpful leading activities that gave the better understanding to the text.

At first, I was confused about the big terms such as beauty privilege, patriarchy, discrimination, or second class but I got them from the explanation from the teacher and my friends in the talk before reading the text. I could read better from working on the definition of the given terms like I could predict the story when reading the text. (Student 30)

Studying about the terms presented in the text made me understand the text in the way I never looked to the text before. The word selection of the writer had some impacts on readers' interpretation. It was quite fun

when I took the definitions of the terms to share with my friends. (Student 22)

Additionally, the discourse in the questions such as “How can you relate your experience to the topic?” or “What do you expect to read after learning these given terms?”, articulated the students to relate their stories to the introducing terms and topics. The stories were firsthand and vicarious experiences. The exchange supported the students to comprehend the text and they made the meaning by linking to the lived-experiences. This linkage shaped the learning cognition practical and realistic. The students also receive the multiple perspectives from the leading discussion which massively assisted them to interpret the texts both literally and socially (Lewison, Flint, & Van Sluys, 2002). Along the group discussion over the questions and terms, the group members work together to complete the worksheet with the lexical part, and posed the predictions to the whole class about the content they were about to read. Besides, the premises from the field note reassured the benefit of the activities in the preparatory part that the students landed at understanding of the by discussing with their friends.

In sum, the application of reading worksheets assessed students’ abilities as they could remember the given ideas in the texts and they performed their understanding of the texts through their assignments. Critical dialogue played as a tool to help the students to relate their local and cultural backgrounds to the reading practices. The students were able to understand the texts better when they could ground their comprehension based on their lived-experiences and connect them to the concepts presented in the texts.

4.2.2.2 Moving beyond reading comprehension

The previous section portrayed students’ reading abilities in levels of remembering and understanding. The two levels are the basis of moving onto the next levels which invoke high-order thinking. With respect to the hierarchical stages of the cognitive process, the results in this part are congruent with *applying and analyzing*, and *evaluating* domains.

After reading the texts, the students were introduced with the leading questions to discuss the main ideas derived from the texts. In the second reading, the

critical questions such as “Why was the text written?” or “How could you compare the similarities and differences of the situations to your own context?” were employed to direct the groups to begin their critical dialogue. The participants revisited the text again with the different lens they used at the first reading. The results highlighted students read the texts with the wider views to the ongoing situations that might be overlooked.

At the applying level, the students performed their ability to apply the knowledge they constructed from reading the texts to their contexts. Noted in the observation field note that the students illustrated the concepts of beliefs to their local circumstances. As an explanation to the point, the concept of beliefs was the main theme of reading text ‘A Very Old Man with Enormous Wings’ which depicted beliefs and faiths that dictated the way people lived. The incidents in the story involved supernatural power running in local communities in a small village. The students could demonstrate the discussion of the incidents that the villagers fascinated the old man with the wings at first and repelled him since they realized later that the old man was powerless. The evidence from the teacher’s note was reassured with the excerpt from the interview presented as follow.

Researcher: How could you tell that the villagers took the beliefs and faiths to their livings?

Student 25: It is very clear in the part that they often asked the bishop about the old man or when they paraded to see a spider woman. That happened in our communities to when people were really interested in Tao Ngoi statue in years ago and now, they are attending to Naga monument.

Researcher: In your views, what are the reason they do that?

Student 25: They want to have everything they want and they ask for help from the statues just like the people in the text that they came to the old man with their own problems and hope that the old man will help to solve them.

Based on the model of Bloom's revised taxonomy (Anderson, Krathwohl & Bloom, 2001), the definition of applying points to the employment of knowledge to play in the relevant areas. Whilst, analyzing refers to the capability to distinguish facts and opinions as well as the performances of identifying explicit and implicit meaning of the texts. The excerpt presents students' ability to demonstrate similarities of the situations in the texts to their local circumstances. The students related the supernatural beings in the texts to their sacred local statues. The relation to Tao Ngoi and Naga statue mirrors the way that the student applied the ideas from the text to their backgrounds along with the interpretation of the texts that implicitly mentioned that people desired to have their problem solved.

With the method of dialogue, the group discussion took place as the collaborative floor for the students to operate the thoughtful stance and to unfold the meaning of the texts and learning others' aspects. Reading with critical lens uncovered the dominant ideologies that they could not reach when reading just to find the main ideas.

Student 21: I like when we discussed the texts. It is like I can have my ideas fulfilled from my friends' aspects and teacher was supportive with the comprehension check when we talked about the similar things beside the points. (Laugh)

Student 12: Yes, I remembered when I got lost at the second paragraph when we read the text Wonder and Student 07 came up with the missing part and I was so relieved that she covered my missing part.

From the excerpt above, it can be seen that the group discussion broadened the students to see the blindside of the stories. They engaged the discussion by accounting their experiences and the personal ideas to express and exchange with the group and the dialogue filled in the unexpected points which helped analyzing the texts in various ways. Another premise from the field note, a student who participated the local ritual where men were taken as key informants could relate to the text of gender roles with the wider views as he has seen various kinds of ceremonies and event in his village that mainly dominated by men due to the religious beliefs.

Regarding to the understanding of the concept of the text as well as the terms given therein, the students interpreted the text more precisely, they could interpret the meanings and widely see the text representation in the holistic views. Therefore, they were able to picture the writing structures and the sequence of ideas in the texts as in how they were related and connected to each other. The additional evidence was the linguistic one from reflective journals which mentioned how critical dialogue visualized the ongoing problem that the student never thought of its existence and it explained the collective reason raised in the texts. The students, thus, could meet with the meaning portrayed by the writers.

Furthermore, the reading ability landed at the level of evaluating where the students could make their judgements to language use, text organization, and seeking writers' intentions. The explanation of how the words were selected to be a part of the reading text afforded the students to understand the texts more meaningfully and the better understanding can be created through the discourse and the dialogue where the perspectives encircled in every section. The extract below was taken to support the aforementioned finding.

When I read the text about gender discrimination, I did not really understand how it was like. After talking with my friends and receiving suggestion from the teacher I could see how the word "devastating" explain the reality in the text. (Student 07)

I watched Ariel when I was a kid, I felt happy and fun. Reading the story now in this age I think some points are surreal by the way the writer put all the positive words to describe Ariel and that's why the concept of beauty is very influential. (Student 20)

Primarily, the while-reading activities provided the students the achievement of reading comprehension. The time given to the reading practices both times was 15 minutes and 20 minutes respectively. The students mostly literally complete the comprehensive worksheet and crossed-check with the group as well as to the whole class at last. After settling up with the gist of the texts, the groups

engaged the critical dialogue again to seek the writer intentions, text constructions, dominant ideas, and so forth. As in the extract Student 07 and Student 20, it can be seen that the students realized how word selection impacted readers in their interpretation. In accordance with Norris (2012), when the students are aware with how words and language are used in the texts, they became more effective readers. Together with the evaluation the Student 20 made to investigate the text, the student reached the process of uncovering organizational writings and concept presentation that convince her attitude about the concept of beauty she accounted in the past.

After all, the findings found that the discussion shaped by critical dialogue exercised students' perception to the reading texts as they were provoked to view the ongoing situations and problems from their group members and the provoking talk even stimulated them to be more confident to share their stories with their friends. Receiving the more angles on the same subject sharpened the clarification of words and texts which instigate the students to define the meanings of the texts meaningfully. By all that reading abilities the student performed through qualitative evidence and there can be counted as the students' reading abilities landed at high-order thinking system.

4.2.2.3 Co-constructing knowledge in writing practices

The final part of the lesson plans of critical dialogue-oriented reading instruction concerned writing practice, and it availed students' reading ability in manner of critical literacy practice. The role of writing mode has been continuously inheriting the process of reading ability and it also took part in critical consciousness development. The results in this section are consistent with the top layer of cognitive model: *creating*.

The writing practices, besides, took part as the space for the students to create their own work based on the knowledge which they have from the reading practices. The writing practices in this study are congruent with the creating level of Bloom's taxonomy. By moving from the pre-requisite components of the cognitive model, the students performed their creation of the new meaning of the texts in the way that they co-constructed the meaning with the amalgamation of their own ideologies and the knowledge they received from the texts. Writing practices allow them to freely reconceptualize the stories in the way they view as more reasonable

and realistic. To address its contribution, the teacher introduced the linguistic features from the texts again in order to exemplify the writing styles and sentences structures appeared in the texts. The students, therefore, had their gazes to revisit the texts. The students took this chance to rethink about the ideas from the texts they grasped earlier and created the stories in their own ways based on the structured they acknowledge from the introductions. With respect to the writing processes, the students read the texts with the lenses of writers since they were going to have their own pieces with their own reconceptualized stories based on the outlines they obtained from reading activities.

The writing activities are useful for me because I can practice my writing skills from the words and structures given in the class. Then, I like it when the teacher provided synonyms and the other types of writing so I can practice my writing. It was a little difficult at first but it was fun because I get to design my own stories. (Student 23)

Taken from a reflective journal, Student 23 mentioned the space for her writing practices where she could freely create her meanings on her pieces. This activity, in a way, prevented the fixed writing style where the students duplicate the sentence structure with contexts and they are not capable of use it in their real lives. The result on reading ability being developed and integrated with writing practices is consistent to the study of Huang (2011), the students' learning skills could be improved with the approaches that help investigate the writing styles of authors and the students are able to meet with better understanding of the texts. At last, they could create their written works from their critical aspects. The similar results were found in responses from open-ended questionnaires. As supportive example, the students addressed the benefits of writing practices as the stage for them to take their cultural settings to be parts of their written works. The following statements present Student 26's expression on how they considered the practices as the free space for them to uncover the norms in the texts and used them in their own environment.

I always had hard times writing sentences in English. In my high school, I often ended up copy the sentences from the books and submitted to the teachers. The practices of writing in this class is different. I learned how to select the terms and replace them in the sentences until I learned more types of sentences. I finished my first short paragraph in this class (Student 26).

To explain more, when they reread and debriefed the texts, they would see the texts from the holistic views and it made them comprehend the texts deeper to the level of writers' intention of building the texts. As Gee (2014) remarked that all texts were constructed by the multifaceted points of writers. The integration of reading and writing placed the advantages to reading ability promotion in reference to content learning and language learning process. Being both readers and writers exercised the learning cognition to be more extensive and thorough, they dealt with the use of the language in terms of syntax, pragmatics, meaning conveying, or the cultures latent therein. Continuously, they learned and applied those language features to their writings in order to make them logic and realistic.

The reading comprehension was extended to reading with critical lens since critical dialogue provided multifaceted views. In consequents, the students also enlarged their reading lens to read beneath the linguistic elements. In line with the concept of critical literacy that unfolded the power the text presentations, the students gain the reading ability improvement through writing practices as well. The practices unavoidably encompassed the students to reread the texts with the lens of writers where they positioned themselves as the outsiders aimed to reflect their opinions to the texts. Reading to writing stretched the reading perception to meet with the text construction and the motivation of writing. In this sense, the read-to-write activity promoted students' reading ability to be subjected to the higher level of reading comprehension which is reading behind the literal exposition.

Inevitably, the critical dialogue-oriented reading instruction enhanced students' learning cognition to be more developed in the array of cognitive domain. The reading instruction addressed both the bottom-up and top-down concepts to the practices. The smaller units as essential vocabulary, sentence structure, and the

themes of the texts laid the foundation of the reading practices (Pakpahan et al., 2021). Moreover, the texts with social issues engaged students in thinking outside the overarching frames. The issues were controversial spreading in society, they yielded the space for the students' inquiry to construe the ideologies instituted therein (Lewison et al., 2002; Farjado, 2015). Particularly, the realistic issues such as discursive oppression in workplace or gender discrimination triggered the students to recall their experiences or even the current circumstances they encounter today. The interaction the students contributed to reading practices was vivacious since they were inquisitive and enthusiastic to seek the concepts involved in their ongoing situations such as the gender equity, dominant norms in their local society, or inequalities in their daily basis.

4.3 Critical consciousness development

Research question two: *How can the participants' critical consciousness be developed by the critical dialogue-oriented reading instruction?*

The aim of this study is to develop students' critical consciousness by using critical dialogue and social-related texts through reading instruction. The data in this study was collected through quantitative and qualitative approaches and analyzed by statistical analysis for numeric data, analytical induction and thematic analysis for descriptive data. Also, the conjugate data arose from a self-evaluation questionnaire, open-ended questions, students' reflective journals, field note and interview transcript. The following part portrays the development of students' critical consciousness along the process of reading instruction conducted throughout 16 weeks of Fundamental Reading and Writing course.

4.3.1 Five rating scale of the questionnaire

The primal stage of critically transitive consciousness refers to the perception of knowing the injustice exists and it is called critical awareness (Freire, 1970). The results of this section are clarified through numeric and linguistic evidence derived from data collection and analysis. Quantitatively, the data was analyzed by SPSS, the Paired Sample Statistics was employed to determine the differences between the two set of data derived from the questionnaire completion

before and after the study. Table 4.5 exhibits the results of students' self-evaluation on critical consciousness development.

Table 4.5

Statistics for students' self-evaluation on critical consciousness cultivation at the beginning and at the end of the study

Result	\bar{X}	S.D.	t	Sig.
Pre	3.89	.397	4.761	.001
Post	4.27	.266		

Table 4.5 explains the statistics for the two set of data and reveals that the students evaluated themselves as they carry critical consciousness at the mean scores of 3.89 (S.D. = 0.397) and rose up to 4.27 (S.D. = 0.266) after participating in the study. It implies that the students evaluated themselves as their critical consciousness was improved after the study was higher than that of before. The statistics also analyzed the t-test for both data and the result were 4.761 (P value = .001). This can be interpreted that the students evaluated themselves that their critical consciousness development at the end of the semester was significantly different from that at the beginning of the semester.

To support the cultivation of critical consciousness through the implementation of critical dialogue-oriented reading instruction, the following parts portray quantitative and qualitative results derived from the inquiry in this study. The themes cover the self-awareness and the awareness of social relation and power, reflection on ongoing circumstances, reflection on living system, and action against injustice.

4.3.2 The awareness on social relation and power

The section describes the process of critical consciousness cultivation through quantitative data derived from questionnaire, combined with qualitative sources in form of statements drawn out from the open-ended part of the questionnaire, reflective journals of students, field note, and interview transcripts. The

results also show the layers of critical consciousness, each element scaffolded and reinforce one another along the instruction.

Quantitatively, the students assessed themselves on cultivating critical consciousness in twofold. The first time took place at the beginning of the study and the second one after they finished the final class. The results point out the awareness on social and power relation was increased as shown in Table 4.6. The table explains the students' self-evaluation on the awareness of power that runs society and it causes the injustice therein.

Table 4.6

The statistics results on the awareness on social relation and power

	No.	Items	Pre		Post		D
			Mean	S.D.	Mean	S.D.	
The awareness on social relation and power	1.	I can identify diversity in my classroom settings.	3.6	.81	4.23	.63	.63
	2.	I believe that politics has a major role in our society.	4.43	.77	4.63	.56	.2
	3.	There are beliefs, norms, notions, and ideologies in reading texts.	4.2	.92	4.30	.79	.1
	4.	I realize that dominant power exists in systems in society.	3.53	.96	4.07	.78	.54
	5.	I realize that reading texts are socially constructed.	3.9	.80	4.53	.68	.63

The awareness on social relation and power	No.	Items	Pre		Post		D
			Mean	S.D.	Mean	S.D.	
	6.	I can relate my experience of encountering inequalities	3.53	.90	4.50	.82	.97
	7.	I can give examples of ongoing inequalities in my context.	3.80	1.03	4.20	0.71	.4
	Overall		3.85	.88	4.35	0.71	.5

N = 30

4.21-5.00 = Highly aware, 3.41-4.20 = Aware, 2.61-3.40 = Uncertain, 1.81-2.60 = Slightly aware, 1.00-1.80 = Unaware

According to Table 4.6, the mean scores of the pre-self-evaluation ranged from 3.60 (SD = .81) to 4.43 (SD = .77). The highest mean scores were Item 2 (M = 4.43, SD = .77), Item 3 (M = 4.2, SD = .92). After all, the post-self-evaluation mean score was held up to 4.35 (SD = .71). The range of the items were rated from 4.63 (S.D = .56) – 4.20 (SD = .71). It can be claimed that they came to meet with recognition of political power in reading texts as well as in their society. They also performed the recognition of diversity in classroom settings and ongoing inequalities in their everyday lives. That is, the students came to realize the dominant power that runs the society after participating in critical dialogue-oriented reading instruction.

The previous section described critical consciousness cultivation through quantitative data derived from questionnaire, combined with qualitative sources in form of statements drawn out from the open-ended part of the questionnaire. The following section mainly presents qualitative data from multiple sources namely reflective journals of students, field note, and interview transcripts. This section discusses how the critical consciousness of the students was developed through critical dialogue-oriented reading instruction. The results also show the layers

of the awareness, each element scaffolded and reinforce one another along the teaching and learning activities. The following parts clarifies the dynamic of cultivating critical awareness and the results were deployed into 2 parts which are students' self-awareness and students' awareness on ongoing injustice

4.3.2.1 Students' self-awareness

Reading comprehension activities assisted the participant from the pre-reading stage to the post-reading stage. The researcher reassured that the participants were settled with their comprehension of the ideas of the texts before moving beyond to the next step which concerned higher order thinking ability. The analysis from qualitative data reported that the participants reached the process of self-awareness creation, the awareness deploys self-introspection, self-change, and self-understanding. After reading texts with multiple social issues, they recalled their experiences of how they intentionally and unintentionally mistreated people who are different from them. Critical dialogue opened the space for them to share and reflect their experiences and thoughts about points in texts being read. As taken from a reflective journal, the extract reveals an expression and a flashback upon the issue addressed in the text.

I feel mad for Auggy to be bullied by his deformed face and he had to try harder than other normal kids just to have his own friends to play with. I had to ask myself if I have ever done mean things to someone I do not like. When I was a kid, I used to tease my friends that they did not look beautiful. (Student 04)

The extract from Student 04 shows students' introspection on their past experiences if they have been oppressed by someone or they happened to be the oppressors in other ways around. The extract was written after reading a text entitled 'Wonder', a story of a boy whose face was deformed by having several surgeries. The story depicted the situation Auggy went through to have his ordinary life at school after long years of having a homeschool with his parents. As shown in the extract, the student explicitly conveyed the empathy to the character from the text and that shifted the student's cognition to spot the past. It is obvious that raising questions assisted the

students to review their performances from the past, whether or not they mishandled with people they thought were different from them. The observation fieldnote, additionally, added the messages in the conversation between students about being mocked by their appearances as Northeastern people which can be related to the introspection to the social oppressive sphere in their pasts.

I am more careful when I am about to judge people when they do something I do not understand. There should not be right and wrong, it is just differences. (Student 18)

Together, the extract from Student 18 also shows how the student pondered before making judgment to others when it comes to the unfamiliar circumstances. The preposition “more than” was taken to describe the rumination of the student about how she made judgments in the past. The student proposed this extract after reading the text about differences in society and it allowed her to exercise her negotiating skills to understand others before she put through with the misinterpretation. These two extracts demonstrate that the participants engaged in disrupting the commonplace by understanding the existing knowledge and social practices, together with including analyzing how people are positioned. By accounting the experiential knowledge, the participants viewed the situation from inside out. They reconsidered the similar points that happened in their lives and analyzed them in order to create a new perception using existing experiences and knowledge.

The recorded points from the qualitative data sources about self-awareness also lead to the after reading processes where the participants took their understanding from ideas presented in the texts to exchange with their friends’. Based on the experiential knowledge as the oppressed and oppressors, the participants could reach for the mutual events both directly and indirectly. Even the participants seemed reluctant at first, yet their awkwardness got eliminated little by little and they were more confident to share their self-reflection and introspection after the second text. As the self-awareness occurred, the students also recorded how they perceived changes that occurred along the study. They could identify how they react to the same situations differently as exemplify by Student 12. The common problem of

Northeastern language learners is the effect of their L1. The effect of indigenous language often hinders the students from pronouncing English words and they would be shy and embarrassed to speak English in public (Sahatsathatsana, 2017; Triwattayayon & Sarobol, 2018). However, the extract from Student 12 reveals self-awareness on changes on identity presentation. The following extract addresses how the participant recognizes the altering process they carry when participating in the study.

After reading several texts I noticed that my perspectives have changed, especially the way I see equality which I realize is hopeless in the present. I did not pay much attention to this point but I am interested in working on it more and more. (Student 08)

I used to be embarrassed when someone said that I could not speak English with my local accent. Sometimes, I pronounce the word unclear because of a difficulty with my local accent but now I feel more comfortable with speaking English with my local accent in the other English class. (Student 12)

Regarding the texts implemented in this study, the students seemed triggered to widely see the world with reality and she became more inquisitive. An extract from Student 15 signifies the unawareness they had before. Moreover, this participant disclosed the feeling of hopelessness that our society lacks equality. This linguistic evidence indicated discursively that the participants' perception has been altered from overlooking equality and inequality in society to tolerating the hopelessly societal conditions. In the same manner, reading text about gender equality altered participant perspectives both toward themselves and others as presented in extract below.

When I read the text of Pat and Paulette, I love myself more than before. I have self-respect and I also respect others' identities. I learned from the text that there are right places for us all. If the places do not

belong to us just leave. Anyway, if we need to stay in the place we do not belong to, just know that we do because we would get something in return. It sounds selfish but it is life. (Student 15)

The Pat and Paulette was the text relevant to gender equality which reflects the two stories of homosexual women who had been through tough experiences when they came out with their family and friends. When this participant used the term “self-respect”, the implication of the term falls into the self-doubt that the participant might have due to the gender inequality she has undergone. However, after exercising her critical thinking through critical dialogue, she expressed the value of being in the place where people share the acceptance to one another.

Likewise, the other kind of awareness that the participants raised was self-understanding. Due to the divergence of using experiential knowledge with the changes they made throughout the study, there lie self-understanding during the process. With the classroom atmosphere that the teacher often reassured that there was no pressure and judgment when the participants started to talk or convey their stories and opinion, the participants reacted fairly relaxed and comfortable when they enabled in discussing tasks or presenting their feelings and their works to the whole class.

I love the text called “The necklace”. It could totally relate to my context like I can see the way I spend my money just to be accepted by others. The questions set as the compass for reading the text allow me to understand myself. I came home and told my little sister the same lesson I learned from the class. (Student 27)

For instance, the given text “The necklace” portrayed a story of a woman who had an ambition to be accepted by the elite in her community and ended up working hard just to pay for the fake necklace she borrowed from her elite friend. The story implied how people value luxurious materials rather than relationships or reality. Taken from a reflective journal, an extract from Student 27 immensely related

the concept of materialism to her context and she came to understand the reason behind the situation she was in.

Moreover, when the students felt comfortable with talking and discussing with their friends and teachers, they tended to be able to make arguments if they saw the points they did not agree with. The other reason indicated by the field note was the atmosphere of the classroom with no judgment made them feel relaxed and enjoy the group discussion through the implementation of critical dialogue in all the stages. The result also pointed out that the students managed to tackle the text by posing problems to the ideas of the texts and took back to view their own experiences on the similar situations that happened in their lives. In other words, the convergence of texts with social issues and critical dialogue drove the participants to engage to the self-awareness and it is related to the concept of disrupting the commonplace where the existing experiences and knowledge are taken to considered and analyzed alongside with the participants started problematizing the issues of injustice in their contexts. In accordance with Fecho, Coombs & McAuley (2012), the students were granted the space to mirror themselves in the past situations. They came to realize the circumstances that they viewed themselves as the oppressed or the oppressors. Therefore, reading texts grounded the realistic issues for critical retrospections by using critical dialogue to help with the deep understanding on the issues.

4.3.2.2 The awareness of ongoing injustice

Regarding the practices in critical dialogue-oriented reading classroom, the participants had their practices with the integration of texts relevant to social issues and critical discussion. They progressively developed their ways of thinking to be more and more critical. In the first and second weeks, the participants were a little hesitant and reluctant to discuss with the group members due to they still in the process of adjusting themselves to reading strategies and some unfamiliar vocabulary, together with the reading comprehension processes that they were enabling with. However, after the fourth week, the participants seemed to be more comfortable to be part of the activities and they willingly shared their opinions and ideas towards the given texts. Moreover, the cultures embedded in the participants' lives have influenced their notions of expressing their feelings and opinions toward sensitive and radical issues going on in the society.

I have been ignoring my current circumstances as it contains inequalities in many ways. Like how local and poor people spend their whole day at the hospital while the rich take just 1 hour to get the treatment. (Student 23)

A statement from Student 23 obviously highlights the growing critical perspectives due to the desire to work on partial events in their lives. The examples mentioned above indicates that the students engaged with critical awareness along the study and they formerly perceived the situation as the compliances. Moreover, the inequality in other aspects were also found in the reflective journal of students. The extract from Student 25 poses clearly that the participants carry the awareness of unjust reality.

I have never fully understood that there are still more aspects to see in this society. The dialogue took me deeper into the content and I got to analyze the causes of happening situations. When I discuss the topics with my friends, I sometimes feel surprised with the feelings that I could not think of because I feel the different way. It is complicated by religion, beliefs, norms, and values that control our performances. I am not sure if this is called oppression. (Student 25)

The critical dialogue augmented the capability of using critical lenses to seek a deeper understanding of the circumstances. For doing so, students' perceptions of reality were extended as they were prompted to critically think about the ongoing reality as the extract evidently represents the recognition of the social factors that have been influencing people's behaviors. The conversation exerted by the group members also elicited the unexpected notions in many ways and it created shared space for the participant to learn from each other and to acknowledge others' aspects on the same discussing topics. It also draws out that the participants are dealing with sociopolitical points apart from focusing solely on their personal issues. Supported by another premise taken from the open-ended part the questionnaire. The

statement alludes that the student was triggered to see the real world due to the implementation of critical dialogue with reading texts on social issues. The student also implied that the perception of knowing about social injustice was cultivated during the class activities.

I came to realize that society is how it currently is, without questioning any unreasonable points that happened. This class made me concerned that we actually live in a society ruled by dominant cultures and norms. (Student 10)

Since the student mentioned the hegemonic power, the social structure has come to play in their perception as the student can view the social practice holistically. In consequent, the student moves forward to the process of dealing with the unfair situations that may occur in the future. Another example on the perceptions to unjust situations can be seen in the following evidence. The text entitled 'Wonder' held substantial promise to the participants to critique the points hidden behind the lines. Despite of the familiar content of the text, the participants perceived the ideas in different ways. The critical questions encouraged the participant to think of the presented norms from the other aspects. The group discussion analyzed the ideas of hardship of disability people to live in the society with dominant norms.

Student 07: Auggy stayed home longer than the other kids before going to the school.

Student 01: Yes, he was having homeschool in his childhood.

Student 25: I think I understand his mom. If he went to school and got bullied by his appearance. He would be so sad and his childhood would become his sad history.

Student 07: It must be so hard for disability people to go to school. The standard of 'normal' appearance would judge them.

The excerpt taken from the interview assures the cultivating of students' critical awareness. The responses in the dialogue referred to hegemonic power in society which grounded by dominant groups. As the theme of the reading text involved the differences of people and the acceptance from others. The students could critique the reason of the event from the story based on their experiences. Student 07 mentioned the standard norms which mirrors her perceptions to the way the dominant norms may exacerbate some people's living conditions if they were not conformed with having normal appearance.

The concept of critical dialogue initially provided the opportunity to critically analyze the discourse presented in the texts. The students recalled their previous lived-experiences to dissect that whether or not they were misjudged or mistreated people in some ways. The group discussion played the proper spot for the students to discover the common oppressive points among group members as well as the different ways they performed to the unjust events (Lewison, Flint, & Sluys, 2002; Cho, 2010). Moreover, the students were exposed to see the realities outside their contexts. The advantages of critical dialogue prompted the students to organized and reorganized the social structures and communities they have been living in. The wider aspects were useful for the students to view the reality more thoroughly and think more carefully before they commit any decisions that affect themselves and others. As Northeastern students believed that they were considered as the second-class students, they viewed the powerful means as the rules they have to follow. Being able to raise their voices and travel back to analyze the unfair judgments mastered the awareness of the students to get started to realize the realities and the word outside.

Freire (2000) strongly stated that real-life experiences can be taken to reflect their thought to what they learned and this concept is practical to the marginalized students who grew up in inferior cultural groups. After critical awareness emerged in students' perceptions, it can be counted that the students were grounded with the primal consciousness by acknowledging the ongoing circumstance in society. Consequently, critical awareness is the base to approaching the next stage of awareness called critical reflection. This stage refers to the experiences of social injustice that the students have encountered.

4.3.3 Reflection on ongoing circumstances and on living systems

The previous part presented the results of how students' critical awareness was cultivated along the study. The critical awareness grounded students' perceptions on social relation and power. The account of critical awareness played as the precursor to critical reflection where the students investigate the aspects from different perspectives. Along the study, the students engaged with critical dialogue in form of group work and they were exposed to the multiple perspectives from their group members. The participant moved their analytical process from the personal level to the larger one. The interaction of sociopolitical and sociocultural aspects is revolved when they reflect the social issues from the texts. As grounded with the social factors prescribing people' distinction behaviors, it drives the participants' perceptions to see the existing diversity in their classroom and further to the reality outside classroom setting. Eventually, the injustice and inequities in texts were spotted by the students during the reading processes. Table 4.7 explains students' reflections on ongoing circumstances and on their living systems.

Table 4.7

The statistics results on reflection on ongoing circumstances and on living conditions

	No.	Items	Pre		Post		D
			Mean	S.D.	Mean	S.D.	
Reflection on ongoing circumstances	8.*	Males and females are equal regarding job opportunities.	4.20	1.16	4.03	0.88	.17
	9.*	Students from different racial and ethnic groups can equally access the education system where their cultural identities are not impeded.	3.93	.97	3.77	1.04	.16
	Overall		4	1	3.98	.96	.16

	No.	Items	Pre		Post		D
			Mean	S.D.	Mean	S.D.	
Reflection on living systems	10.	Identity representation influences social interaction.	4.77	.43	4.77	.43	0
	11.	Diversity exists in all systems in society, and it makes different values.	4.23	.77	4.52	.57	.29
	12.	Dominant social/political issues influence my perception of understanding what is going on in society.	4	.83	4.03	.93	.03
	Overall		4.33	.67	4.44	.64	.11

N = 30

4.21-5.00 = Highly aware, 3.41-4.20 = Aware, 2.61-3.40 = Uncertain, 1.81-2.60 = Slightly aware, 1.00-1.80 = Unaware

Item 8 and item 9 stated gender equality and equal education regarding students' identities. Item 8 displays the statistical results showed the higher mean score on gender equality at work at 4.20 (SD = 1.16) yet at the end of the course the mean fell down to 4.03 (SD = .88). In the same way, Item 9 shows the decrease of the mean score from 3.93 (SD = .97) to 3.77 (SD = 1.04). The both items refer to the equality in genders with job opportunity and equality in education for students from minority groups. The students evaluated these aspects with the higher mean scores in the pre-self-evaluation and the mean scores dropped down in the post-self-evaluation. These numbers suggest the students exhibited their decline in their evaluation in the pre-self-evaluation on aspects of equality in gender, job opportunities, and equal rights in education.

Moreover, the results on reflection on living systems were evaluated in the aspects of identity representation, diversity and values, and the effect of

dominant power on understanding ongoing circumstance in society. In the pre-self-evaluation, the mean scores ranged from 4 (SD = .83) to 4.77 (SD = .43). The students evaluated themselves on the aspects of identity presentation and social interaction which was shown by Item 10 (M = 4.77, SD = .43) and Item 11 (M = 4.23, SD = .77), which concern social interaction influenced by identity representation and different values derived from diversity existing in the systems. The other aspect concerns how dominant power affect understanding to circumstances was rated at 4 (SD = .83). The students agreed that dominant norms influence their perception of understanding social circumstances, the result was pointed out through Item 12. At the end of the study, the 2 aspects on diversity and values and the effect of influence of dominant norms were increasingly rated as shown in Item 11 (M = 4.52, SD = .57) and Item 12 (M = 4.03, SD = .93). In regards of Item 10 (M = 4.77, SD = .43), there was no change in the mean score in pre-self-evaluation and post-self-evaluation. The limitation was investigated by follow-up discussion after the study. The students rated the item based on the living experiences as they have been living in their own local communities where they could fully present their local identities. Also, the limitation pointed to their living and studying conditions with the individuals who share common provincial identities such as similar cultures, dialects, religious, rituals, and sociocultural contexts.

The statistics results suggest the students' reflection on ongoing circumstances and on their living systems. However, the questionnaire alone is inadequate to affirm the concept of critical reflection in Northeastern students. The qualitative analysis was employed to examine more insightfully. The qualitative premises in this part cover open-ended part in the questionnaire, observation field notes, reflective journals, and interview transcripts.

4.3.3.1 Reflection on ongoing circumstance

According to the cultivation of critical awareness on social relation and power in participants' personal contexts, the awareness scaffolded students' critical aspects to bound with critical reflection. The analysis of data unfolded the stage of considering multiple perspectives on the topics being discussed in the classroom. When the participants were well-prepared with the ideas from the texts through reading comprehension activities, they were asked to reflect their opinions,

experiences, or ideas to the group as well as listen to the others'. This reflective activity was penetrated in every period, and the participants were requested to critically think of the texts from their personal aspects and rethink again from others' aspects. The reflective activities began with leading questions from the teacher (i.e., Whose voices are expressed?, Whose voices are missing?, What position did you take when reading the texts, insiders or outsiders?).

In critical dialogue, the participants gained more perspectives from others. For instance, role playing after they read the texts about gender diversity allowed them to interact to the situation through the characters from the story. The participants had their practices from seeing the issues from the others' perspectives, more or less they could at least observe how other people see the world. The reflection occurred when the students stepped out from their personal experiences to others'.

The reading texts gave me a lot of ideas that I never thought of it that way before. In the discussion, I learned that boys have their oppressive experiences too. They are highly expected from their families to be perfect and be the medal of the communities. (Student 23)

Reflecting feelings and sharing them with the classmates and the teacher gives me the chance to really see what I was thinking and doing. I also understand other people. Some questions even provoked me to see the reality that I have been overlooking. (Student 11)

As regards to knowing that oppression occurs in many forms, the extracts from Student 23 and Student 11 put that the dialogue and discussion facilitated the participants to see the other sides they never thought of. The extract explains that the reading texts were the agency to present the blind-sided aspects they might overlook in the previous time. The discussion after reading texts invited the participants to see the pressure the boys carry due to the expectations of the context where they live in such as families and communities. Supported by the linguistic premises from the field notes, critical dialogue by the lead of problem-posing

approach uncovered the silence culture barrier, the participants collaboratively engaged their understanding to meet with others' feelings under the unjust situation. This result is congruent with the study of Brown and Perry (2011) that the self-reflection can be engaged to the liberation for the students who were suppressed by the major power. The critical dialogue engaged them to be part of the conversation and they acknowledged the acceptances in the setting.

Reflected in their journals that they used to judge ones' behaviors based on their assumptions, yet working with critical dialogue-oriented instruction delayed their fault anticipation. That is to say, the biases of the students were reduced by the process of reading the texts with critical dialogue. The students tackled with the bias construction during the discussion stage, they listened to their friends and related their logical thoughts to the situation being portrayed, hence, they had the intact room to reflect to the story before making the points to it. The in-class conversations guided that the students were raised in the traditional communities and the prejudices were also cultivated toward the unfamiliar notions and thoughts that unlike what have been rooted in the sociocultural contexts. The field note captured that the students held the biases to the classroom in the beginning of the study. It can be seen from their non-verbal communication when the teacher presented the pictures or situations, they are not familiar with. Surprisingly, when the students got familiar to the concept of critical dialogues, they timidly informed that they used to do like what presented in pictures as well. For instance, when the teacher mentioned about the lady boys who could not attend the family ritual (Wai Phi Pu Ta), they mentioned that they are not allowed in the ritual because of the gender preferences. After all, they came out that they sometimes question the social rules that lies in their communities since they did not understand the logical systems that run in their communities.

Posing problems to the issues exposed more viewpoints about social rules that I thought they were vague and unfair in some way. I like it when I read the story from other perspectives. It made me understand what I was thinking and how other people feel. Otherwise, I would commit my ideas one-sided. (Student 11)

The findings revealed that the participants used multiple voices to interrogate texts. Problem posing came into this area to look for the hidden voiced that the author skipped to mention in the texts. The phenomenon progressively presents the participants inquiries increased in each week. As in the extract above, the participant addressed the one-sided information they received from the past. In essence, problem posing fostered the process of reflection when encountering unjust situation (Greenberg & Moll et al., 1990; Freire, 2002). These findings pointed that the reflection can be emerged from personal aspects as well as from viewing other perspectives.

To sum, the implementation of critical dialogue-oriented reading instruction cherished the students' critical reflections. The students carried the dialogue with their own backgrounds and with multiple perspectives from their classmates. With reference to critical reflection, the students realized the inequalities existing in their contexts. Besides, the students had chanced to revisit their living contexts to examine whether they have been intentionally and unintentionally complying with dominant norms in their communities.

4.3.3.2 Reflection on living systems

According to the existence of diversity in classroom, the students presented their identities in distinctive ways. When the teacher raises the questions to elicit students' experience on the issues, some students seemed hesitant to share their cultural experiences to the entire group. Reported in observation field note that the students expressed themselves timidly at the very beginning of the study. Later on, they became more confident and more comfortable to exchange their stories to the class as they realized there was no judgment and hard feelings to the anecdotes they shared. Also, the students realized that their class members were from the similar cultural contexts, they gained more secured feeling to share their opinions and ideas as the reflection to the issues. As stated by Nezlek & Smith (2005), identities can be reinforced by an interaction among ingroup people. An example from an open-ended part presents a reflection on gender discrimination issue.

When I discuss gender roles with my friends, I feel relieved that I am not alone. I was afraid to talk to anyone because I do not see the point that brothers have to get priority to get reward first just because they are men and hoped to make more money. (Student 35)

The student mentioned the norms of men being privileged judging by the money they could make. Given that through statement, local people in Northeastern areas carry the ideas of sons are more capable of making money than daughters, the girls those born in the family oriented with the norm would be suppressed from staying home doing housework rather than applying for part time jobs during their study. With respect to the contents implemented in classroom discussions, the social issues facilitated the participants to reflect and realize how the knowledge is structured and organized. As they could articulate the issues to their lived-experiences and the perceived power that they might encounter, the participants presented the reflection of hegemonic power that runs our society in certain ways. The following extract shows how they are aware of the ongoing power that puts some effects on their living conditions.

If we look for power in society, I can see it in many forms. As our society is kind of patriarchal, the jobs and roles are separated by birth gender. Like me, I am always accused of being too timorous that I have a duty raising my little brother. (Student 01)

Moving beyond reading comprehension to see the voices presented in the text opened the space for the participants to see the latent power lie in the text. Student 01 reflected the perception of dominant norms in society. The given text was about gender roles and gender discrimination in China where the girls were not pleased to inherit family legacy or even not be expected to live a better life. Unlike boys, they were viewed as the great hope and pride of the family. Similarly, Northeastern people believe that boys deserve to work outside rather than doing housework and raising children. The participant took the term “accuse” to claim as he was not satisfied with the way people judged him due to his duty at home. The norm

of patriarchy posits the roles of men to be the money makers not the ones who stay home and take care of the children and the residence. The participant ventilated his feelings that he was judged by the patriarchal norms. The evidence can be related to how identity representation influences social interaction. The students were members of social groups, they expressed partly of their identities (i.e., accents, cultural experiences, beliefs) in classrooms until they assured that the classroom fully welcomed them to be part of the setting.

With reference to critical inquiry that occurred when the students engaged in the conversation, the multifaceted points dispersed all over the settings and the students were inquisitive to hear and learn from others. Related to Wilhelm (2009) discussed about critical literacy as “teaching through an inquiry context”, students learned from their friends’ viewpoints to the texts merged with their own stories within the inquiry context. The students also mentioned that using questions beyond tracking only reading comprehension ideas suggested them to see the messages that the author discursively communicated through literal forms. To exemplify, the students discussed about the unheard voices from texts by posing questions inside their groups and share them to the class at the final stage. Started from the fourth week, they increased their curiosity to the texts about how the texts were written. The students increasingly developed their critical thinking and their practices to contemplate the injustice that lied in texts.

The concept to being honest to how I feel is quite far from what I learned from my village. I feel a little embarrassed when I see my classmates (Name mentioned) spoke out how she feels about the texts and the pictures that the teacher showed to the class. Now I want to be brave like her, that is cool not to think about pleasing anybody when we talk.
(Student 09)

The interview data from Student 09 asserted that the one-sided biases has been alleviated along the semester as she progressed her point of views to rethink about her friend being outspoken. Dating back to the old times she had in her high school that she kept her thoughts that could be

misinterpreted as disrespectful to ask or argue with the elders even over general views and topics. Furthermore, the aspect of dominant power and perceptions of understanding the ongoing issues in society can be seen in the issues portrayed in the extract below. According to the text themed in gender discrimination, the students raised the issues of people with diverse genders. Regarding to the texts with the accustomed issues to their real situation and critical dialogue, the students were trained to have open minds as they inquired to know other perspectives over the given topics, shown in the extract below.

I feel that LGBT friends have been through a lot than me, they should be valued by their ability or characteristics not by their gender identities. I am fine with gender diversity but I had no idea how hard to be accepted in the community. The aspects that the writer conveyed through the texts presented the difficulties in livings even from the micro level as family. (Student 10)

In Northeastern context, there lies a belief of supernatural spirit, when unusual events or uncommon things happened Northeastern people would assume that it was either a punishment a reward from the supernatural power (Thongtow & Liamprawat, 2020). In the area, LGBTQ people are placed by the dominant norms that they are abnormal or cursed by the nature. Based on the standard norms of Northeastern people and the nuances in different Northeastern areas, the students shared the commonalities and differences about the unfair situations happened to them when they committed their actions and they are not satisfied by the dominant norms and power in the communities.

This aspect is congruent with the concept of the agency to eliminate the gap between interpersonal activities and the local experiences and developed to the expel the cultures of silence by standing up to the unjust situations. (Wenger, 1998, Dockett & Perry, 2005; Mithra, 2017). Since the students were tied up with the cultures that obstruct the participants from liberating themselves to meet with reality, the convergence of critical approaches in forms of dialogue, texts, discussion, and activities that helped the participants reflect on their perceptions and thoughts. The

discussion led by critical questions gradually eliminated the shyness of the students when they exchanged the ideas which they previously thought were fragile to bring out to talk with others such as classes, sexism, racism, genders, capitalism and ambitions. To elaborate, the student revealed the understanding of gender roles when joining the group discussion with critical questions through linguistic forms. The expression of being inferior by the judgement of the ability of the success of making money pictured the perceptions of viewing the superior power that stretched over the society.

4.3.4 The action against the injustice

The ultimate goal of this study was to cultivate students' critical consciousness in order to realize, reflect, and take action when it comes to dealing with unjust situations. Critical action defines the ability to interrogate and voice over the unjust situations with the aim to advocate justice in all the ways at last. As a final part of questionnaire, Item 13-15 covers students' performances on raising questions and transforming injustice that affect their lives and identities. The statistics analysis of the data shows that the participants measured their critical consciousness for the post-self-evaluation higher than that in the pre-test of evaluation.

As illustrated in Table 4.8, the pre-self-evaluation mean scores in this aspect were measured and ranged from 3.20 (S.D. = .92), 3.67 (S.D. = .88), and 3.77 (S.D. = .97). After the 16 weeks, the increase of students' self-evaluation occurred as shown in the table. The highest mean score in this aspect was Item 15 (M = 4.17, S.D. = .91). While, Item 14 was measured at 3.90 (S.D. = .80), and Item 13 was also measured with the higher mean score than that of the pre-self-evaluation at 4.10 (S.D. = .88)

Table 4.8

The statistics results on action against injustice

	No.	Items	Pre		Post		D
			Mean	S.D.	Mean	S.D.	
Action against injustice	13.	I have raised questions about social injustice on my social platforms.	3.77	.97	4.10	.88	.33
	14.	I actively encourage my friends to question unjust situations happening in our contexts.	3.67	.88	3.90	.80	.23
	15.	I stand up to dominant cultures that are eroding my own cultural identities.	3.20	.92	4.17	.91	.97
	Overall		3.54	.92	4.05	.86	.51

N = 30

4.21-5.00 = Highly aware, 3.41–4.20 = Aware, 2.61-3.40 = Uncertain, 1.81-2.60 = Slightly aware, 1.00-1.80 = Unaware

The number pointed out that the students did not tackle much with inequality that deprived them of their values, identities, and living conditions. The students, at the last, expand their perceptions of injustice to standing up against the dominant cultures and power which harm their living conditions as well as the advocate to embolden their community members to raise questions about social injustice in many ways.

4.3.4.1 Designing more equal points to deal with injustice

According to the activities that encouraged the students to reconceptualize the ideas and concepts from the texts, critical action was lied in the

assignments of the students. They redesigned the ideas they gain from the texts into the more equal endings. With the final activities of each class, the students performed their desire to transform the injustice in many ways (See Figure 4.1). The action to be against the injustice was created to adjust the end of the contents in reading texts to be more equal as they reconceptualized the powerful norms in society by mitigating the unbalanced power and voices in the stories.

I am happy with writing activity. I could practice my writing by telling my feelings toward the texts and I could design how it should be ended. Vanessa disappeared from the story and I wanted her to find peace after she disappointed from the prince. (Student 29)

The final activities allowed me to understand more about others' lives and I wanted to make it better. I practice my writing from the given vocabulary and thought about the better story. Some classes, I had to do role playing and I pick the role I am not familiar with. Reading the role script and acting out that way helped me feel that I wanted to design the story to be better. (Student 15)

The example drawn out from the reflective journal above shows that the participant voiced the equality through the writing assignment. Another example derived from reflective journals asserted the occurrence of critical action in language class as the students had the space to express their desire to be up against injustice through learning activities. The participants created the ending part on their own ideas since she considered that the villains were always forced to die or disappear with no reason. In that respect, the participant was promoted to question the dominant voice in the story and created the more equal points in her own way. The activity was challenging the students to deal with the power embedded in the texts and they eventually grew their critical action to analyze the language use to maintain the dominant power in the texts. In accordance with Freire & Macedo (2005), the lesson encouraged the students to be liberated by learning from the social issues and analyze how they relate to the real-life conditions.

Figure 4.1

The examples of students work

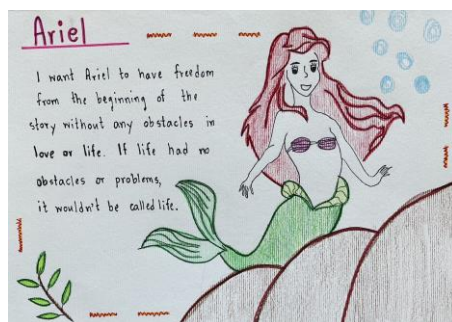
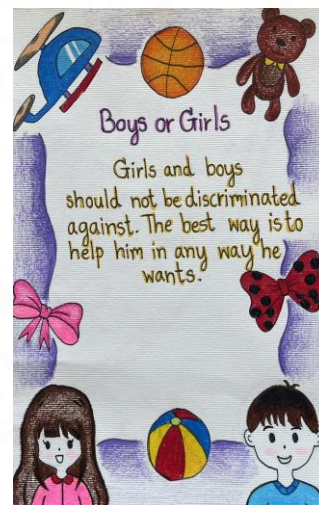
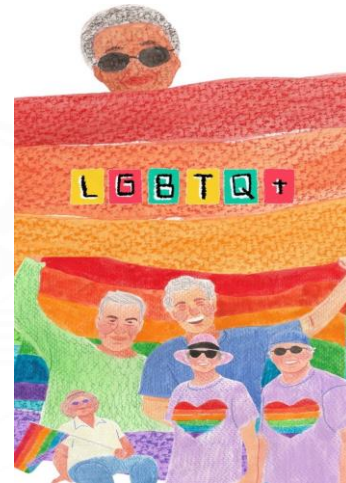


Table 4.9

The examples of students' writings

Text no.	Reading Texts	Students' writings
1	Ariel	<ul style="list-style-type: none"> - Ariel is a princess and beautiful. The author made her the protagonist. - I want Vanessa to be beautiful not ugly. - Ariels' sisters have their own lives too, but I do not see their lives in the text.
2	Pat and Paulette	<ul style="list-style-type: none"> - There is no right or wrong about love. - The society blamed them too hard just because they are women in love. - Same-sex marriage should be legal around the world. - The author wanted to support LGBT people.
3	Boys or Girls: Why do we even have to prefer?	<ul style="list-style-type: none"> - The text talks about Chinese people but it happens in my country too. - The author did not write the hard times of being boys. - The schools should teach gender equality to the students. - Every gender is equal.
4	Coco Chanel	<ul style="list-style-type: none"> - She had helps from people. She had a great supporter. - She is beautiful and people want to be her friends. - The writer supported women power, - The author focused on how a woman can change the world.

Text no.	Reading Texts	Students' writings
5	The Necklace	<ul style="list-style-type: none"> - People should accept themselves, do not compare with others. - The both deceived each other but the text says Jean is not a good friend because she is poor. - Classes in society make people try to be not themselves. - The ball dance should be for every one not only for the rich.
6	Wonder	<ul style="list-style-type: none"> - All lives are beautiful. - Auggie was exploited by the world. He had to work harder to have friends. - The author did not mention about Via being Auggie's sister. The parents pay special attention to Auggie but not to Via.
7	A very old man and enormous wings	<ul style="list-style-type: none"> - Beliefs can control people's lives. - The judgements come from beliefs. - The old man played as today's information, it comes and goes we should think carefully before we believed.

The writing activity and role playing, therefore, were taken as a space for the students to exercise their thoughts of empowering to meet with the quality and justice. The writing practices urged the students to problematize the status quo in the texts and analyze the unjust points from accounting multiple perspectives. Some sentences mirror how the students desire to change and recontextualize the dominant norms in society for people to live in the better conditions.

Additionally, many of the assignments namely presentations, retelling the story, and mind mapping required the students to be creative and critical to wrap up and present their pieces of works to the class. They did not share the obviously

critical perspectives at the very beginning of the course, eventually, they arrived at the critical stages through the learning activities they engaged along the study. Figure 4.1 and Table 4.9 present the examples of students' work at the end of the classes where they worked in groups and discussed about the deals that the dominant power in the texts put some effects on their lives.

Apart from assignments, critical action can be tracked through the interview transcripts. The students performed their desire to change injustice in their local contexts. The excerpt concerned how Student 25 designed equality in her context. As she selected the term 'more confident', the student implied that she was intimidated by dominant norms in her village. The change occurred as the student mentioned that the critical dialogue practices provided attitudes to stand up for injustice and to respect others at the same time.

Researcher: Do you think critical dialogue helps you to be more critical?

Student 25: Yes, I became more confident to live my life.

Researcher: Could you explain more?

Student 25: OK, I work part time in the town and sometimes I came home late due to some work issues. I used to be imputed that I did something bad like I am a brat because getting home late is not a good manner in my village.

Researcher: What make you think that?

Student 25: Umm, they think girls should be home after school, do the housework.

Researcher: Let's go back to you being more confident, what is the reason?

Student: I learned from raising my voices out in the class and the understanding to others. I did not do anything wrong and the villagers are not wrong too. Anyway, when I grow up, I would not accuse anybody in that way.

I felt totally awkward on the very first discussion. I read the text slowly and see some points I do not agree with. After week 6 I felt more confident to speak out my perspectives. The questions opened up the conflicts and we can work them out finally. (Student 24)

The concept of gender roles is obvious in Northeastern contexts where local people strongly believe that girls should be raised to be good wives rather than having jobs outside (Kaithong & Sawangdee, 2017). The belief encircles the manner of women and the roles of good wives as they should be submissive, obedient, and taking care of all kinds of work in household (Sansak, Lamduan, Champadaeng, 2014). As mentioned in the excerpt above, the student expressed her performance to stand up for her injustice and also raise her desire to change the unjust norms to meet with equality. Similarly, a premise from reflective journal also pointed out the ability of the student to reach critical stage where the change from being submissive to raising out the voices to solve the problems occurred in the area. As found in the students' reflective journal, critical action was revealed around week eighth to tenth after reading the fifth text. The students accumulated their critical stance along the semester with the implementation of critical discussion and activities in classroom. Another premise from Student 24, the student implied how he afflicted his arguments in reading practices. Later on, critical dialogue facilitated the student to raise his voice which led to conflict solving by a collaboration with his peers.

4.3.4.2 Tackling with injustice in daily life

After reading several texts of social issues and adopting the ideas from those reading to analyze in group discussion. The focus of the discussion caught the multiple perspectives of readers including writers. The critical discussion then shifted to the stage of acting against injustice. Even though it was the students' desires to confront and deal with injustice in daily life. The action against the injustice from the students pointed to be up against the oppression of the text being read. When the texts gazed the mainstream cultures and identities such as beautiful ladies have to end up get married to handsome gentlemen. Without critical lenses, the readers might be convinced to the norm of beauty privilege. Alternatively, they raised the point of being realistic and placing the values on virtues or other reasonable qualifications.

Some reading texts made me feel inferior when I read about beautiful princess deserve the handsome prince or the idea that men deserve only to women, I feel like what if I have to be alone until the last day of my life since I am not pretty and I do not like boys. At first, I thought I was weird but when I discussed with my friends and I can see that some of them have the same ideas as mine I was empowered and I am totally proud of being myself. Today, I feel more confident to speak in my local dialect in front of people in public and I care less if it would not get me equal to others. (Student 01)

From the extract of Student 01, it is evident that the participant shifted their perceptions to the world more realistically. She interrogated the norms lied in the texts with critical points and found out that there were alternate ways to live and perform to the world by respecting her own identities. This extract reaffirmed the possibilities given by the critical discussion to see the wider world and to act against the injustice in the best way that the students could perform. At first, the participant acknowledge himself as being uncommon due to her gender identity, but the discussion negotiates her attitude by the empowerment of the group. As expanded to other strand, she felt more confident about her local Phu Thai dialect as well. The statement implied that she might be teased because of her local accent before and that made she felt the inequality in the situation. Somehow, the concept of critical action has covered the attitude of self-representation of the participant as she realized that the equality should be emerged to individuals who speak any languages as well as the gender identities and representations.

I learned more about myself and others. I used to accept to do almost everything people asked me to do. Saying no to what I do not feel right made me feel better. I have a part time job and I work with some people who I thought that they were better than me. Lately, I feel more confident about myself and happier with doing my jobs and help my colleagues with different attitudes. I can negotiate with them and they

agreed to my ideas. So, it was the unclear statement that I never made before. I can do my job better and happier now. (Student 20)

The extract brought the concept of acting against injustice, the student was able to construct self-observation and mirrored how the circumstanced oppressed her in a way. By mentioning the rejection to the unjust situations, the implication can be deployed into various ways. First, the student cognitive level of mirroring herself has emerged when she took a look to the ongoing situation in her daily life. She implied that she thought she was inferior to other people so far, and she has become more reflective recently and it made the wider lenses for her to see the reality. Second, when the student perceived the injustice in her daily life, she took the spot to act against it by transforming her conformity to the affirmed intended to insist her thoughts. Lastly, when stepping out from the comfort zone to see the injustice, the student worked on dealing with it and she found the way to negotiate with it and act against it in the way that she committed herself better in the situation and transformed it to be equal in her own way.

In conclusion, the findings were related to the democratic studies which demonstrated the implementation of dialogic education to raise critical awareness (Asakereh & Weisi, 2018; Yulianto, 2015). The students' critical consciousness has been progressively developed through the reading instruction with the implementation of critical dialogue and reading texts with social issues. As mentioned earlier, the students' reading comprehension was fostered along the reading activities in order to validate the perceptions to the ideas of the texts as they are literally grasp the main ideas with the supporting details and prepared to move beyond to the stage of text critique. Accompanied by the concept of critical dialogue, post-reading stage was taken as the space for the students to think beyond the linguistic level. The students engaged to the challenging activities as to disrupt the commonplace of their perceptions to the world. The activities urged them to raise questions to the power, social structure, unjust norms and notions, and dominant power and they created the performance to process the information more thoroughly in forms of the summary of different ideas based on the variety of perspectives, role-playing, designing the endings and mind-mappings. By thinking beyond the linguistic

features, the students were yielded to developed their critical stance as they had to dig deeper to the text constructions and the power lied in the text. For doing so, they could view the text from the critical lenses and they could make the meaning of the texts based on their lived-experiences.

These results were similar to the study of Suarcaya & Prasasti (2017). According to the critical awareness derived from disrupting the common norms, the students had the basis of reading with critical lenses and it led to the critical reflection. When individual realized the reality going on in their life, they could take the reality to process in the larger level as they account the differences and others' points of view and took them into consideration. The students could unfold the sociopolitical issues partaken as the core of the stories and relate the consequences at the ends. Eventually, the ability to negotiate with injustice were elicit through the students who were suppressed in the certain situation both from their own estimation and from others (McLaughlin & DeVogd, 2004). As shown through the excerpts from the journals and the interview transcript, the students finally figured out their paths to act against the injustice through their designation of presentations and extended to their reality as in the way they could stand up their rights in the workplace and to be proud of their own identities.

4.4 Students' attitude towards critical-dialogue oriented reading instruction

Research question three: *What are participants' attitudes toward critical dialogue-oriented reading instruction?*

This section discusses the answer to the third research question: *What are the participants attitudes toward critical dialogue-oriented reading instruction.* The findings were taken from open-ended questionnaires, observation field notes, the students' reflective journals, and interview transcript. Also, students' reaction to critical dialogue-oriented reading instruction has been discussed in this part. The summarized points derived from the evidence were categorized into two themes. The first point focuses on the students' attitudes toward class atmosphere which they had their reading practices for 16 weeks. Followed by the relationship between teacher and students and among students themselves.

4.4.1 Students' reactions to critical dialogue-oriented reading instruction

The premises from the interview transcripts and the short talk before the semester started beheld that the students were familiar with a translating reading approach. The students worked on the texts by translating them from English into Thai and concluded the classes with comprehensive worksheets. From a practical point of view, inviting the students to participate in this study was the considerable change of learning methods to the students as they became a main part of the design of this study. However, as they marked their expectations in the survey of students' need on the reading instruction, the students' expectations still rely on carrying the better understanding of texts' ideas and reflect their thoughts through writing. Regarding the reading part, the students aimed to gain more intriguing vocabulary, reading techniques to facilitate them to go through the whole text, and the tool to dissect the ideas that cover and latent in the text. In that sense, they could espouse the writing styles and the vocabulary they learned from the texts into their writing practices.

The first aspects that drew out students' reaction in classroom practices is the reading texts. The reading texts implemented in classroom derived from the themes selected by the students and the contents of the texts concerned social issues. Notwithstanding, some of the students, at the beginning, faced with the difficulty of the definition of the introduced terms such as patriarchy, capitalism, homophobia, or pilgrims. The teacher explained the concepts of the terms twice in Thai and they had a better understanding while looking for meanings in texts. Along with the pre-reading discussion over the give topics also assisted the students to see the holistic picture of the reading themes and be ready to engage in the while-reading processes. Besides, the cultures of shyness impeded them from asking questions when they hold their doubts in minds, the teacher had to encourage them by restating that there was no judgment and right-or-wrong-answer. As a results, when the first students raised a question, the classmate gradually committed themselves to the more confident act in classrooms. After a few texts read, the students got more engaged with the texts, they learned to ask for clarification when it comes to the unknown or ambiguous terms and language use in texts. With respect to the better understanding of the ideas embedded in texts, the students expressed their good attitude toward reading activity. As

recorded in the field notes, the students read the texts better each week, they acknowledged the means to solve problems when they face ones.

The second point falls into the reactions to the class discussion using critical lenses and critical dialogue. Discussion about texts held analyzing skill for critiquing the texts and the authors' motivation and intentions. The students, at the beginning of the study, seemed moderately uncomfortable to share their ideas and opinions to the classrooms. The hesitations emerged when the students were asked to reflect or talk about the issues. Guided by the field notes and the students' journals, the contents of the reading texts were the ongoing issues in their lives and they were afraid of being judged from others if they expressed out how they really feel to the ideas of the texts. To solve the problem, the teacher provided more time for the students to consider and think about sharing their voices to others. Additionally, the group works consisted of the students with diversity in terms of backgrounds, characteristics, English language use abilities, hence, there were some groups of students who willingly and confidently shared their ideas and thoughts to the group and to the classroom. The students who owned the shyness would see their friends act out in the class, sharing what they thought and analyzing the issues by using their lived-experiences. For doing so, they would progressively put their effort to take more actions in classrooms. The reluctance remained in the class for the first month of the study, after reading the third and fourth text, the classroom was more efficaciously active with students getting more accustomed to the class activity and learning to deal with the critical questions. Supported by the study of Liu (2017), the negotiation was considered as the consequence of critical literacy and it mastered students' linguistic competence by the methodologies of critical literacy practices.

For this aspect, there are reasons that kept the students motivated and accommodating discussing with their group mates and the entire class. First, the classmates help each other by not intimidating their friends when they reflect their experiences to the class and they tended to support and encourage each other to talk. Supported by the field note and the students' journals, working in group should account every voice and they would like to hear their friends' perspectives. The confident students would support their friends to talk. Second, the teacher as the facilitator in classroom constantly empowered and motivated the students to be

confident and also replicated that the classroom was the free space to deliver the speech, feelings and other expression the students would like to share. Toward the aftermost class, the students showed their positive reaction to the reading texts as they could integrate the knowledge to the lives as well as to the other subjects they enrolled in the semester. The other point which could be referred to the shyness of the students was the presentation after reading the texts. In every class, the beyond-reading activity requested the groups to represent the story by recontextualizing the ends and some points that they considered to make them more reasonable and equal. The activities were derived in forms such as role playing, presentations, designing the characters based on their preference and so on. The students were fairly hesitant when presenting their works as they had to recontextualize the ideas of the texts. After a month, they were more confident to act out in the class since they agreed to reconceptualize the injustice from the stories by presenting the more equal perspectives through the activities.

In conclusion, the students needed some time to be comfortable to adjust themselves to the surroundings where they could freely share their thoughts and opinions. They tackled with the insecurities in mind when they exchanged their opinions with their friends. As Wongwit (2017) studies that the critical dialogue cherished productive relationship in classrooms and it was effective to the horizontal relationship among the students themselves and one between teacher and the students. After all, with the reliability that gradually built by the teacher and the students, they came to meet with the friendly environments and the willingness to be fully participating in the class. The following part portrays the research results according to the research questions. The premises are derived from observation field notes, students' reflective journals, students' self-evaluation, and interview transcripts.

4.4.2 Class atmosphere

This study was conducted by implementing the social issues and critical dialogue into the practices. Maintaining the democratic and horizontal relationship with students' motivation was essential to reach effective results (Bckett, 2013). There are several factors to maintain the students' learning conditions to be the comforting and encouraging setting. Class atmosphere was one of the factors that support the students to hold positive attitudes toward the participation

in the study. After participating in the study for a couple times, those students progressively show the more active interaction to the class activities for some reason. The teacher often stated in the class about the no-judgement policy in classroom, the students expressed the more relaxed performances and read the texts better. Besides, they seemed to be more tenacious when they had struggled in reading texts. The extract drawn from the reflective journal explains the example of students being nervous and realized the change occurred during the study.

I felt frustrated in the first three week of the study because I could not catch up with friends. I was not able to share my stories with my friends. My teacher talked to the class many times there was no right or wrong story and I learned from my friends talking about theirs. I started to feel more confident. Later on, I was a little excited in the discussion but my friends were very supportive. They laughed at some points actually but it was the laugh I feel fine with because it made me feel accepted. I hoped I could improve this part of me more in the future. (Student 16)

The observation field note also recorded that some of the students seemed to be timid when they were asked to discuss or exchange the opinions with their friends. After learning that the expressions based on the experiences and the historical stories would not put any effects on the assessment as the study on critical consciousness development was completely separated from the course evaluation in terms of the grades subjected to the curriculum. As a result, the students became more comfortable to fully participate in all the sessions and some of them reported that they had motivated effort to comprehend the texts for they could catch the ideas and related them to their own stories. Reading text after text with critical dialogue scaffolded the students' attitudes from hesitant minds to the determined ones. The first class of the study showed the awkwardness in the class since the students were new to the teaching approaches that required substantial discussion. Regarding to the practices of using critical dialogue to critique the texts, the class atmosphere became more active and positive. The final class of the study can be taken as the assertive

evidence that the supportive learning atmosphere cherished students' attitudes to be open and willing to commit to the activities.

The classroom was not serious even we were reading the serious topics. Having dialogue with teacher and friends made me see more aspects of the story and it was fun because I got to listen to the great stories. When I read the last text, I had so much fun exchanging the opinions over the unreasonable beliefs going on in my communities and my friends. I like working in group because I feel close to my friends and I could talk without pressure. (Student 02)

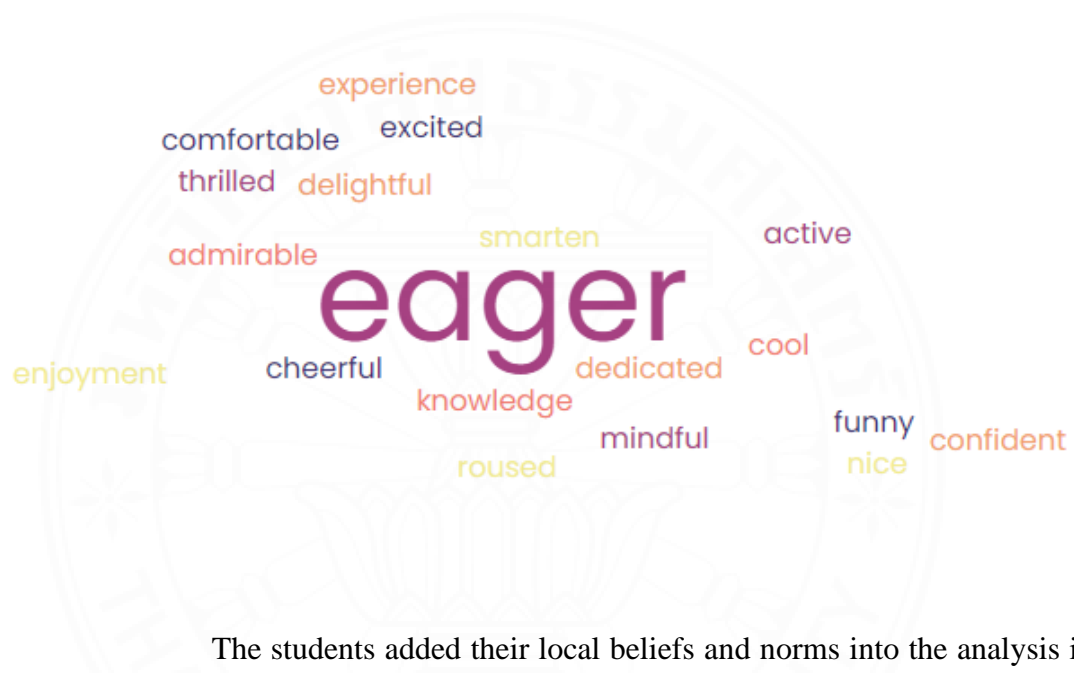
I did not like to do the presentation in front of the class. Being stared by eyes made me feel uncomfortable. When I saw my friends did that and received good feedback from the class, I wanted to do the same. Afterall, I feel fearless to do the presentations in front of the class. (Student 16)

The evidence presented above also imply that the classroom atmosphere could help the students to remain engaged to the reading texts. The students remained engaged to the reading texts. To elaborate the extract, the final text was about the old man who had enormous wings. The texts portrayed the beliefs that manipulated individuals' behavior. Especially, living in local contexts where the variety of beliefs exist, the nuances of the local narratives about beliefs were elicited to analyze and retell. The group discussion appeared to be the inspiring and soothing area for the students to reflect or vent about the beliefs they accept and ones that they do not. The class atmosphere also branched out to the class activities that elate the students to be more determined and confident to present their thoughts in front of the class. At first, it took a short brief before the students committed themselves to the oral presentation. The journal unveiled the reason that they preferred to in-group presentation activities rather than share the ideas with the entire class. Since the students acclimated to the concepts of critical dialogue and reassured about the intact no-judgement policy, they inclined toward the oral presentations. At the end of the

class, the teacher asked the students to propose a word to represent their feelings to this class. The words delivered positive feelings of students as they participated in the instruction. (See Figure 4.2)

Figure 4.2

Words presented by the students



The students added their local beliefs and norms into the analysis in the reading activities, thus, with the discomforting classroom conditions the students might be hindered to open up to the class and they were pressured with the experiences of being judged from others. The class members learned from the first class that they could freely share and talk about their personal ideas if they would like to. To maintain the classroom atmosphere, the teacher played as the key person to repeat the policy of no-judgement in this classroom. For the students who carried the apparent characteristics of being timid and discouraged, the extra support would take personally to the students in order to inspire them to tackle with the fear and nervousness. The extra support was delivered personally to the students before the class started and also the group talk after class from time to time. Additionally, encouraging the participants to interact over the shared understanding of the texts scaffolded them to dive into the substantive discussion which account every single voice. Thus, the students acknowledge being part of the ongoing activities.

Nevertheless, the teacher's support alone was not sufficient, the rapport and trustworthiness had some credits on cherishing students' positive attitude as well.

The class atmosphere implied the consequent result that crafted students' attitude toward the reading instruction. It was the classroom as a space for the students to bring out their thoughts and ideas to the learning area. Fundamentally, this study was operated in line with the framework of reading instruction with the critical dialogue. The activities were aligned with the lesson plan design, yet the students worked on the details of each stage. Extensively, the critical literacy concept navigated the students to express their critiques whether they agreed or resisted to the text presentation. In the discussion session after reading texts, the groups were asked to analyze the texts by using the common social norms and personal opinions. The findings showed that yielding the free space for the students to agree and disagree to the texts liberated the students from being framed with the general understanding boundaries. After completing the comprehension worksheet in order to make sure that the students arrived at reading comprehension, the students were invited to revisit the texts again with the critical lens and reconceptualize the story by drafting it in the more reasonable and impartial way. The sense of reconceptualizing the stories was beyond the linguistic landscape and it required the space for students to do so. For instance, the text 'Ariel' ended with the vanished villain 'Vanessa', she was described as ugly and selfish character and forced to be disappeared after she disappointed from the prince. The students drafted the different ending and retold it by including the fair ending to Vanessa as well. As marked in the field note, the students enthusiastically to work on their sets of the new ending of the stories. Establishing this liberating activity accented the students' learning motivation since each group came up with the distinctive endings where every voice was accounted including the missing ones that the writer omitted. The evidence from the reflective journal was taken to illustrate the students' positive attitude on the reading instruction with critical dialogue as follow;

I was looking forward to the activity after reading like role-playing. I was excited and kind of shy at first but I came to really like it because I took a different character from the different texts, staying their shoes but I would not go to the same endings. How the writers picked the

word made me feel bad for the characters like the words “poor” or “ugly”. I realized later that these words shaped our perceptions to the stories to think and imagine in the certain ways. I was happy to be designing the more happily endings. (Student 10)

The students with the diverse norms and experiences had chosen the various paths to land the stories and the variety of presentations energized the classroom conditions. Although, the topics implemented in classrooms were intense and unjust, the participants had motivated learning perception to recontextualize the dominant power in the texts. It can be seen from the extract that the satisfaction to retelling stories emerged as the students were given the space to twist some unfair points to be more impartial. The opportunity to dismantle the injustice in the texts explicitly drew out the students’ motivation to actively participate in the activities rather than being asked to achieve the reading comprehension alone.

4.4.3 Relationship in class

Apart from the supportive class atmosphere, building trustworthiness was uncovered from the results of this study. The teacher-researcher actively noticed and validated the participants interaction in the reading activities. The findings justify the relationship among the students was positively constructed along the 16 weeks of the study. As mentioned earlier that discussing over social issues encompassed the learning cognition with the deep level of self-reflection, the trustworthiness was highly required. In this study, the students cultivated their trustworthiness through the dialogues. The teacher monitored the classroom and noticed that the participants tightened their rapport when they helped each other on clarifying unclear issues. For instance, reading text “Pat and Paulette”, the issue on being homosexual could elicit agreements and arguments to play in the dialogue. The students who possessed the similar experiences shared their relevant stories to the groups. During the discussion, the students could share any ideas and raise questions to the points they could not understand. Without judgmental opinion, the students could cultivate the rapport among themselves.

Besides, the follow-up conversation after the classes tracked the students’ attitude on reflecting in the, sharing to the class, and talk openly to the teacher about

the worry they took. To explain the consequences, the trust was not emerged in the very first class of the study, it took a few weeks for the students to open up to the class. The excerpt below explains how the students gradually built their trust to the members.

Researcher: How did you feel about sharing your own experiences about the unjust situation you faced to your friends?

Student 25: I would tell only the half story at first and when I saw the reaction from the group members, I continued to tell them more

Student 19: Yes, yes ... me too. I waited for the members to react before sharing more points with them.

Researcher: Are there any unexpected reactions you got from the discussion?

Student 25: Sometimes, they look surprised and I am not sure if that was good or bad ways. Finally, I realized that they just felt good about participating in talk where they could freely talk as well.

Student 07: The more we discussed the better I learned about their stories and I am happy to open up my experience to my friends so I can feel I am not facing the kind of hard situation

The stories shared in the dialogue were derived from different backgrounds of sociopolitical and sociocultural students. Therefore, the variety of social conditions influenced their perceptions and behaviors. Obviously, the fertile dialogue fostered the relationship of the students as it opened the shared space for the students' social identities. Moreover, the critical dialogue-oriented reading instruction created the sympathy among students for they shared the commonalities in the similar contexts. Despite the variety of the students from the different cultures, the dialogue directed the students to fully enable their identities to the activities and maintain the positive relationship at the same time. The arguments were not to beat and overcome the other points but to complete the missing parts and the unexpected perceptions out of the cultural and typical areas. The instruction enhanced the capacity of building

rapport to the students for the activities navigated them to be critical and serving empathy to their friends.

Having dialogue with my friends made me feel closer to them and I realized the differences of each one and how they differently see things as well as their needs to the society. (Student 06)

Brainstorming gave a variety of opinion and answer to the critical questions. I feel supportive and wonderful that I listened to my friends and shared my own story to the group and they did not judge me for what I did. (Student 25)

In the writing practices, I like it when the teacher did not complain when I made mistakes. I tended to correct the mistakes with more confidence and more fun. I never wrote about my feeling before and I felt proud that I could write properly at the end. (Student 07)

These extracts derived from students' reflective journals and open-ended part from the questionnaire reflect student-student relationship in the positive ways. Apart from discussing over the comprehension in literal level, the critical dialogue helped eliminate the conflict in the classroom. As noted in the field note, when the students were asked to raise the questions or points, they responded to the requests hesitantly. With the positive support from teacher and class members, the students ventured the guess and no one made judgement. Regarding the answer to the comprehensive task, if they were wrong or distracted from the main ideas of the texts, the teacher would correct them with the compliment to complete the task and presented the right answer slowly. For doing so, the students would not be embarrassed due to the reiteration of the no-judgment concept. Eventually, the class became more active and energetic without the pressure on the students. It was obvious that the teacher unavoidably played as the key person in the class. Therefore, the teacher-student relationship was also crucial as it maintained the class atmosphere and the students' attitude toward the whole instruction (Shin & Crookes, 2005). The

awareness of the students' different identities was set as the cornerstone of running this study. Apparently, the students were mixed with the ability of reading and the cultures they carried to the classroom. The students, at the beginning of the study, tended to be disconcerted when they completed their comprehensive worksheet or when they talked with their friends. Mostly, the teacher monitored the classroom by being one of the members of every group. Being a listener in groups expanded the understanding of differences among students, especially the way they constructed the meaning out of the text based on their norms and lived-experience. With better understanding to the cultures of the students, the teacher facilitated the learning activities by not strictly evaluate their works, instead, comforting them with the positive support when they made errors on their work altered their attitude of language learning to be more relaxed and positive. They returned to the class with the effort to develop their works. The reflection from Student 06 exhibits the engagement to the activity without the pressure of doing it wrong and she contemplated her piece of work contently. The implication from the reflection suggests the possibility for the students to take academic risks that would advance academic improvements. The notes from participatory observation mentioned that the students demonstrated optimistic to reading instruction after they identified the comforting learning conditions that were friendly and embraced their identities and imperfections.

Finally, the note from Student 25 shows that the relationship in classroom was created from the classroom cultures which were established under the concept of no-judgement policy. The rapport between student – student and teacher – student incorporated the effort to develop the reading skills as well as to open to the wider perceptions through the reading instruction. When the dialogue contributed the areas for the students to share their local experiences, it turned out that the students handled with the commonalities and differences on the given issues. The nuances of the perceptions were taken to actively discuss and the students enjoyed the process as they could construe the similar norms and notions such as the cultural parenting in their communities or beliefs of the invisible things. As they proved that the argument brought the oversight points to the discussion, they viewed the disputation in a different way. The students could accept the disparity that emerged in the classroom. In a nutshell, the relationship in classroom generated the optimistic views and positive

attitude toward critical dialogue-oriented reading instruction. The fertile conversation and the social issues collaborated to maintain the supportive and encouraging interaction among students to students and teacher to students.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes the critical consciousness development through the implementation of critical dialogue and reading texts on social issues. The conclusions in this chapter were contemplated from the three research questions which cover the development of students' critical consciousness, reading ability development, and the students' attitude towards critical dialogue-oriented reading instruction. The chapter begins with the research questions and the research methodology to expand the view of how the critical consciousness was developed as well as how it branched out to the reading ability and attitude. The conclusion includes the barriers found in the study and the different level of critical consciousness development. The final part of the chapter concludes the limitations and implication to further studies. The research was conducted through the critical dialogue-oriented reading instruction model and the research questions were as follows;

1. To what extent do participants develop their reading ability through teaching reading English using critical dialogue-oriented reading instruction?
2. How can the participants' critical consciousness be developed by the critical dialogue-oriented reading instruction?
3. What are participants' attitudes toward critical dialogue-oriented reading instruction?

The research was designed to be a mixed-method combined with action research; the researcher initially planned to carry out this study in effective ways. For the action stage, the quantitative data was derived from the numerical data from the questionnaire and the reading comprehension test whereas the qualitative data were collected from the open-ended questionnaire, reflective journals, interview transcripts, and observation field note. The participants were the first-year students enrolled in Fundamental Reading and Writing course where the researcher took part as a teacher. The course was EFL learning context and lasted for 16 weeks where the first and the last week were disposed to the pretest and posttest of reading comprehension, self-

evaluation questionnaire, and interview. The framework that compassed this study was synthesized from the four models. The liberating education model (Shor & Freire, 1987) was taken to be the core theme of the study to ground the democratic classroom where equality matter. As the basis of the reading instruction, the dialogic education in reading practices covered the stages of pre-reading, while-reading, post-reading, and beyond-reading. Also, critical literacy, the concept proposed by Lewison et al (2015), was also considered to combine in the lesson plan development. The four-dimension concept consisted of disrupting the commonplace, interrogating multiple viewpoints, focus on sociopolitical issues, and taking action to promote social justice contributed into the reading stages to trigger the students to identify and critique the dominant norms presented in the texts. Finally, the model of critical consciousness of Schneider (2019) was placed as the criteria to assess the students' critical consciousness development.

The research tools were self-evaluation of students' critical consciousness, students' reflective journal, observation field note, interview transcripts, and 7 different reading texts. Before commencing the study, the students completed the self-evaluation questionnaire to pin down the level of critical consciousness they brought with them to the classroom. Also, the students were asked to write their journals as they could reflect and share the perceptions to each class along the semester. In this study, the students interacted with the reading texts in the linguistic acquisition and the linguistic representation in terms of ideologies, norms, dominant voices as parts of the texts. To reach the development of critical consciousness through reading instruction, the study was dichotomous since the students participated in reading comprehension session and moved beyond to the critical literacy or reading with critical perspectives. The data collection had followed the critical dialogue-oriented reading instruction model. The reading texts were applied in classroom and considered to be the sources for the students to read and construed the hidden ideologies therein. The instruction highlighted reading comprehension as it was the foundation of the capability to critique the texts. Taking off at post-reading stage, critical dialogue played as the vehicle to take the students to arrive at the ability of reading with critical lens, as they could open their perceptions to interpret the hidden messages latent behind the lines. The students performed their works with the aims to

transform the injustice in their ways. The questionnaire was again distributed to the students in order to assess the extent of critical consciousness that the students had developed so far. At the end of the study, the research interviewed 7 students who voluntarily to participate in the session. Besides, the observation has been operated throughout the semester to collect the factors involved in critical consciousness development in the classroom.

The data analysis was applied to the quantitative and qualitative data in regard to the stage of reflection in res. The quantitative data was analyzed by the SPSS to deploy the mean (\bar{X}), percentage, standard deviation and Dependent T-Test. The quantitative results featured the self-evaluation questionnaire from both before and after the study and the pretest and posttest of reading comprehension. In the same vein, qualitative data was analyzed by thematic analysis and triangulated by debriefing process to reduce the biases of the researcher. The data was taken from the students' journal, open-ended part from questionnaire, interview transcript, and the observation field note. Regarding to the coded data from the sources, the debriefer who was teaching in EFL contexts and has the empirical work on critical pedagogy crossed check the themes and categorized points to serve results of critical consciousness development. The findings revealed the steps that the students developed their critical consciousness while engaging in the critical dialogue-oriented reading instruction, yet each students had the different timing of having their critical consciousness improved. Furthermore, the reading ability of the students was logically expanded to the more advanced area, they moved beyond reading literally to the literal presentation to reading realistically to the norms embedded in the texts. The final point was the students' attitude toward the reading instruction. The finding was uncovered that the students held positive attitude in participation in the study.

5.1 Conclusion and discussion of findings on three research questions

The conclusion and the discussion of findings are provided in this section to clarify the findings that unfolded from the data collection and data analysis in responses to the research questions. This section also portrays the features of each finding and the barriers that hinder the process of critical consciousness as well as the reading performance and the attitudes on the reading instruction.

5.1.1 Student reading ability

The first research question addressed in this study concerned the extents of reading ability that the students achieved. The findings provided the improvement of students' reading ability in various aspects which were congruence to Bloom's revised cognitive domains (Anderson, Krathwohl & Bloom, 2001). The pretest-posttest reading comprehension results showed that the students increased their capability to comprehend the texts. Together with the reading skills which recruited the notification of essential vocabulary presented in texts and it could help the students to preliminarily outline the story in the texts. Moreover, student reading ability was increased due to the ability to move beyond reading comprehension alone to critical literacy and the writings which derived from reading the texts.

Firstly, the pretest-posttest score results, the difference of the scores obviously presented that the reading comprehension of the students was developed after joining the 16-week course. Proved by the quantitative analysis, the mean scores of the tests declared the growth of the reading ability of the students. The implications from the pretest-posttest scores apprised that the critical-dialogue oriented reading instruction figured in the development process. The reason given to this point was that the activity greatly supported the students to achieve the reading comprehension ability before moving beyond to the text critiquing task. At the end of the study, the students performed the reading comprehension more effective than that of the beginning. Along the study, the students were exposed to comprehension worksheet as well as the activities to assist them with reading comprehension development. The tasks were relevant to the measurements based on cognitive domain in level of *remember and understanding*. In terms of memorizing, the students completed the task by the guided questions to inquire the series of given situations in the texts alongside with the task to provide the definitions of the terms.

The understanding of critical literacy was shown in the findings of this study. The extent of students' reading ability had expanded to the area of critical literacy where the students could finally read the texts with critical eyes. Regarding the critical questions added apart from the comprehension questions, the students tended to realize that they were interacting with the concept beyond the reading comprehension. The journals and the field note showed how the students disrupted

their common norms and ideas by questioning the texts and receiving the multiple viewpoints from their classmates. The model of critical literacy matched with EFL students since the dimensions (disrupting the commonplace, interrogating multiple viewpoints, focusing on sociopolitical issues, and taking action against the injustice) assisted them to recall their lived-experiences to blend in the reading practices. Besides, critical literacy and critical dialogue drove them to learn from multifaceted points from their friends and the texts where the students could co-construct their knowledge with the integration of their funds of knowledge. As regards to the classification of learners' ability, the students arrived that the high-order thinking systems which were *applying and analyzing*. The students could conclude the texts by applying their own analysis and points from their angles. They performed the ability to take in the concepts derived from reading texts to interpret meanings in relevant contexts. Also, they learned to recontextualize the dominant views by opening their eyes to the reality. Proved by the journals that they were attracted with critical questions to help them disrupt the tradition norms, the points they expected to discuss with the group members and the class, and construing the writers' intentions, interacting with multifaceted points from their friends and the texts.

Moreover, the students' ability also reached the level categorized as evaluating and creating. There lied the shift from readers to writers after the students critically read the texts and understand how the texts were produced. The students increased their reading ability as they read the texts for both comprehension to the literal level and went further to the seek for the unheard and overrepresented in the texts. The study also yielded the space for the students to display the reconceptualized ideas they built up throughout the activities. The writing task itself also implied the improvement of reading ability in the way that the students could articulate the main ideas of the texts and bring them to critique by using their own voices. By critiquing, the students implemented their evaluation to the text interpretation in the way that they could negotiate with the norms embedded in the texts. In this study, the writing practice was taken as a stage for the students to reflect their ideas and arguments to the injustice points in the texts. In this stage, the students engaged in their practices to evaluate and create their ideas in order to express them in their writing practices. The results revealed that the students revisited texts again while perceiving more aspects

from their friends as well as the encouraging guidance from the teacher. The reading-to-writing task allowed students to examine the texts with multiple perspectives and to connect their historical and cultural contexts to the reading as they gathered the ideas to be the source of their writing.

The ability to write in orders to reflect on the reading text showed that the students' reading ability arrived at the critical level. They could analyze the main ideas by not being persuaded to fully relied on the language presented in the texts. The critique through the critical dialogue took great part to develop their reading skills to not only reading legitimate linguistic presentation but to read the hidden intentions of the writers. In this EFL classroom, reading ability was varied due to the backgrounds and the perceptions of the students. The students reached the improvement of each stage in the dissimilar times. The student who had higher reading comprehension scored tended to move beyond to the critical literacy quicker whereas the students with lower scores needed extra times and facilitations. However, the students with mixed ability were weighted out and balanced in order to help one another during the processes of activities with the teacher as a facilitator. The field note also recorded to collaborative in groups that the students worked as teams and every one had their part in the presentations. This, then, partly enhanced the students to interact with the text better.

5.1.2 The cultivation of critical consciousness

The second research question concerns the cultivation of critical consciousness in the classroom of EFL context. The findings presented the progression of students' critical consciousness cultivation along the 16 weeks of the study. This classroom was led by the concept of critical literacy emphasized on reading practices to scrutinize the dominant power lied in the texts (Lewison et, al., 2015). With respect to the texts with social issues, the students' interests and inquiries tempted the students to read the texts since the students were exposed to the realistic issues to read rather than being introduced to the one-sided ideology-oriented text. In this study, the texts with social issues grounded the practical area for the students to freely interact with the ideas of the texts. The cultivation of critical consciousness also occurred gradually through the implementation of critical dialogue since the dialogue helped the students to problematize the ongoing situation in their local contexts. The

dialogue provided the floor for the students to share their perspectives as well as to receive the distinctive ones from their peers. Finally, the students landed at the stage that they desired to change injustice in their contexts to be more just.

The data was validated by the method of triangulation, the quantitative approach was applied to the study in form of the 5-rating scale questionnaire. The items on the questionnaire covered the 3 level of critical consciousness which were critical awareness, critical reflection, and critical action. The finding informed that the after-study self-evaluation was higher than the before one. The findings also pointed to the multiple perspective shared among students and the different cultural identities fulfilled the conversation to be healthy and fruitful with the reasonable assent and positive dissent. Moreover, it was found that the study fostered the students' identities to be equal since they could share their opinion or ideas in various forms. As in the presentation assignment, the students who were confident and outspoken tended to present their voices by talking and describing. Whereas the students who were shy or abashed would prefer to write or draw on the paper to reflect the ideas. In the end, the students could question the power that run in the contexts and stand up against the injustice in their own ways.

To triangulate qualitative data analysis, the researcher validated the data by having two debriefers to cross check if the analysis from the researcher alone was biased. The debriefers were scholars who work in the same institution as the researcher. Also, the debriefers were the ones who understands the concept of critical pedagogy and the third space for EFL students, especially the EFL contexts of the institution where the researcher work. The debriefing was to balance the analysis of the data since the researcher might be unintentionally biased to the students' perceptions. In consequence, the triangulated data augmented the greater understanding to the results of the study. The nuances of the probe provided the wider perspectives and strengthen the coding interpretations. Furthermore, the ambiguous points from the data analysis have also been validated by rechecking with the participants whether the researcher and the debriefers misunderstood the meanings conveyed by them.

According to the cultivation of critical dialogue, the students' critical perspectives were enhanced in being aware of ongoing injustice in society. The critical dialogue-oriented reading instruction encouraged the students to problematize unjust norms within situations. By posing problems to the situations, the students disrupted their common perceptions to the circumstances going on in their contexts. For doing so, the students captured complexities which layered in their social structure. With respect to the awareness of ongoing injustice, the students developed their critical consciousness to the area of reflection by perceiving multiple perspectives and analyzed them. The diversity enabled the students to critically view how the situation was viewed differently and they could collaboratively raise their critical perspectives in wider society rather than contemplating only their own aspects. Finally, the critical dialogue-oriented reading instruction has potential to enhance students' reflection and analysis on social issues which led them to eventually transform the unjust points to be more just in their ways. Through the shared discussion over the social issues from the texts and from students' critical perspectives, the students were exposed to the larger sociopolitical and sociocultural settings and they performed reflections of the desire to change the injustice or take action against injustice.

Regarding the impediments in cultivating critical consciousness, the difference of the students on language efficiency and backgrounds became one of the points to discuss. Some students caught the acknowledgement of the writers' dominant norms quite immediate and the rapid process of critical awareness construction was beneficial to the group discussion in the way that the students could fill in on the missing points to one another whilst some were shy and reluctant to talk or clearly react to the injustice drew out from the text. The reason given to the finding was the sociocultural issues that shape the ways that the students reacted to the dialogue participation. The findings drawn from the class observation manifested the divergence of the students and dissect the students into twofold. First, the students who grasped the concept of critical literacy and critically collaborated with the texts as soon as the critical questions were proposed. Second, the students who also acknowledged the injustice and dominant power in the texts but they were impeded by their sociocultural and sociopolitical norms. In the study, this group of students

was struggling in expressing their thoughts due to the experiences of the judgement they encountered in the past as well as the notions of being humble that they grew up with.

Nevertheless, there are more hindrances that obstruct the students when the study first commenced. Before the students were accustomed with the implementation of critical dialogue, they faced the awkward moment at the beginning of the study due to the differences of reading ability among the students. Together with the pilot study result, the time provided for reading comprehension check was extended to facilitate the students with lower reading proficiency. After week fourth, the students had improved their reading ability with the assistance of the teacher and their classmates as well as the implementation of critical discussion that the dialogue brought out their inquiries to talk with their friends and the inquiries were investigated and responded. In that sense, the students gained both the clarification of the linguistic features and the social norms they had difficulties to interact with.

The other obstacle occurred in this study was the translation-reading on the while-reading stage. Some students relied on translating method, they handled the texts by applying the translation application which available in platforms and applications. Once the teacher confronted this kind of situation, the students were encouraged to read on their own and practice on using reading strategies (e.g., skimming and scanning, figuring sentence structure, guessing meaning from the context). Also, the students with higher reading proficiency supported their friends to summarize the meaning of the texts. Actually, the linguistic hindrance yielded the learning space to be active and friendly. When the students were grounded with the essential information and ideas from the texts, they could attend the critical discussion more confidently and be proud of themselves. By all mean, critical dialogue-oriented reading instruction provided the space for EFL students to interact freely with the texts and they could ground their perception to read the texts with reality. The students learned how to read meaningfully and moved further to read more critically due to the dialogue they engaged in for their understanding to both the text presentation and the real world.

5.1.3 Students' attitude to critical dialogue-oriented reading instruction

The other research question regarded the students' attitude toward critical dialogue-oriented reading instruction. In response to this research question, the findings were analyzed from the observation field note, students' reflective journals, and interview. The results informed that the attitude of the students in this study was duple as there were the cultural factors that altered students' attitude along the study. The awkward and uncomfortable moments had been slithered to the positive attitude to the reading instruction eventually.

Due to the learning culture of local students, the culture of silence still subsisted in the classroom in various ways. It can be seen from the students' performances at the beginning of the study. The coded data from the interview transcript conveyed the uncomfortable moments during the discussion. This phenomenon mostly happened to the students who had the experiences of being judged when they delivered their ideas straightforwardly to the questions or tasks they were asked to complete. The negative feeling accumulation had impact on the learning cognition. As Kralova & Mala (2018) stated that the dissenting feelings block the students from the willingness to learning process. Thus, the commencement of this reading instruction examined that the students were hesitant to fully expose their cultural identities and their ideologies to the class.

However, the critical dialogue-oriented reading instruction escalated the attitude of the students to meet with the positive and satisfactory points. The results explicitly revealed that the students carried the positive attitude toward the reading instruction. The qualitative data were analyzed into two aspects which were class atmosphere and relationship in classroom. These two aspects were concluded in reference to the implementation of critical dialogue and social issues in this reading classroom.

Firstly, the class atmosphere grasped the students' positive attitude to freely express and engage their historical and cultural understandings to the contexts. The results can also be concluded into the concept of collectivism among EFL students. Despite the difference of historical and cultural backgrounds, the students tended to perform the accountability in the shared group space. Stated in the journal and the teacher's field note, the students would venture their ideas or the opinions

after they consulted with their friends who sat next to. Besides, they would hold their performances until they felt secured for the ideas to be exposed. With respect to critical dialogue-oriented reading instruction, the students perceived the trustworthiness from the classmates and the teachers, they feel more comfortable and relaxed to be part of the classroom. On the other hand, there were some students who had the culture of individualism who could help their friends to raise their voices and opinions. However, the nature of the students of both collectivists and individualists were consolidated as the interwoven gaps that bridged together. To reach that end, the instruction adopted the reading texts on social issues to implement in classroom. The students, therefore, acknowledged the real ongoing situations which attract more points and perspectives for them to construe. Applying the reality into the classroom provoked the students to read with inquiries, they seek the injustice which related to their social contexts where their identities and voices were equated (Norton, 2006).

In the classroom, engaging the students to work on critical dialogue in small groups was considered as the practices to be critical reader. With the positive and constructive feedback from the teacher and their friends, the students were reliable to make mistakes or to venture their predictions to the texts based on their cultural experiences. Besides, the democratic classroom equalized the students whether they made the opposed ideas to the texts. Every opinion was taken to considered and discussed and this concept fostered the attitude of the students as well as their attention was maintained with the reading texts and branched the ideas out of the texts in the same time.

Secondly, the relationship in classroom was included as the reason for the students to construct the good attitude. The findings pointed out the relationship among students to students and teacher to students fairly impacted the willingness and perceptions to the instruction. As mentioned earlier that the critical dialogue yielded the space for the students to talk, to discuss, to exchange, and to get to know one another. The relationship in classroom was elicited to be seen in two layers; student-student relationship and teacher-student relationship.

The rapport indicated the interaction among students enhanced the positive attitude to the instruction. They tighten their relationship based on the common anecdotes in different contexts. For example, the conversation about being

teased by the local accent touched the majority of the class who had the humiliation on their local accent even they spoke Thai. As the points from the texts and the critical dialogue raised the issue of the differences in society, the common oppression they encounter seemed to be the linkage for everyone to construct the discussion. With respect to the different local cultures of the students, they faced the similar dilemmas such as handling with dominant norms ruled by dominant voices, oppressed by the educational systems, and being assessed by the predominant norms. In spite of the similar obstacle they encountered, the students interpreted and perceived the circumstances differently. It depended on their backgrounds, beliefs, or notions they had been grounding in their interpretations. In that account, the students profoundly understood the oppressive situations in different contexts and obtained the sympathy from the teacher and friends. Likewise, they could take turn to listen to the members and share the feelings with compassion. The field noted quoted that the students' reactions to their friends' stories were supportive and encouraging. From time to time, the suggestions had been shared in groups and finally to the class at large.

Furthermore, the reading texts, as the basis of reading activities, were the essential tools to ground the summarized ideas for discussion and for the critical dialogue to access. The evidence from the observation field note suggested the critical dialogue that spread out over the reading processes drew the students' gazes to revisit the texts again, this activity was supportive in case that the students got the unclear and misinterpreted meanings from the texts (Valtanen, 2014; Huh, 2016). They could meet with the more explicit points that they might overlook due to the different perceptions to the certain issue. The reading texts with issues helped equalize the attitudes of reading in EFL contexts since the issues correlated with individuals' experiences and interests not strict to the language proficiency solely. Altogether, the classroom of critical dialogue-oriented reading instruction served such the democratic area for the student to develop their reading performance. The balance among students with different characteristics occurred when the teacher repeated the value of verbalizing everyone's thoughts. The students who were particular outspoken were asked to support their friends to raise the ideas to the groups. For doing so, the positive attitudes emerged in group discussion and expanded to the whole class. When the students realized that the class was judgement-free, they became more relaxed and

read the texts with open-minded attitude. The students, consequently, feel safe to share their ideas and experiences to the group. Moreover, the class activities opened space for the class members to exchange their thought toward the texts and it made the transaction between distinction ideas and they enriched and fulfilled the incomplete understanding on the certain parts.

In conclusion, students' attitude on the reading instruction were accounted on the stance of critical dialogue together with reading texts with social issues. Intriguingly, the students were thrilled to read with critical lens since they were passive readers with the strict questions and answer scoped in reading comprehension and linguistic rules. The dialogue focusing on the social issues strengthen the relationship in classroom. Supported by Pham (2021), one of the significant factors in conducting language classroom is the relation of attitude, motivation, and anxiety. Maintaining relationship and atmosphere in language classroom where critical dialogue was activated was also pivotal and it leads to the active classroom where every voice willingly attends with the good attitude.

5.2 Pedagogical implications

The findings and the discussion of this study contribute benefits to reading instruction in EFL realm, the contexts where students are from minority groups, in particular. The students from minority groups tended to require suitable instructional style to promote their language skills as well as to maintain their identities still (Morgan 2010). The followings are the implications for teachers in EFL areas whose aims were to enhance students' critical consciousness through the critical literacy and the critical materials and approaches.

This study was conducted in response to the critical dialogue-oriented reading instruction model. It was implemented in a classroom with mixed sociocultural norms in a university located in the area where the distinctive cultural features exist. The results denote the efficiency to enhance students' reading ability to meaningfully read the texts on different issues. Also, the critical dialogue is found to be a great compatibility to the reading instruction that aims to achieve more than reading comprehension alone. In consideration of the lack of reading proficiency of EFL students, the critical dialogue-oriented reading instruction is effective to escalate

students' reading performances. The approach balances the distribution between language skills and critical literacy practices. The bi-directional relationship between linguistics mastery and social practices needs attentions to help the students to develop their critical perspectives while reading the texts. The reading comprehension should be the cornerstone of the instruction before moving beyond it to meet with critical literacy practices. In other words, reading instruction should ground students' reading ability in literal level in order to expand the ability to achieve the critical level (Jank et al., 2014). Essentially, students' cultural backgrounds are considered as the pivotal part of the instruction since the backgrounds serve as students' funds of knowledge that they take to co-construct meaning from the texts (Huang, 2011; Suarcaya & Prasasti, 2017).

In the aspects of contributions to classroom settings, critical dialogue-oriented reading instruction adores students' local backgrounds which refer to sociohistorical, sociopolitical, and sociocultural knowledge. In line with the concept of personal and cultural resources (Lewison et al., 2002), the students are able to bring their local knowledge to the class and make it parts of the instruction. Local knowledge comes to play as the base of the instruction both in the part of linguistic practices and social practices. Thus, students' needs and interests which relevant to ongoing circumstances in their everyday practices should be taken as the foundation of the lesson designs (Montgomery, 2001). In this light, the instruction would be aligned with the concepts that the students could relate themselves to. During the reading process, critical social practices lead the students to achieve critical consciousness cultivation. The critical dialogue unfolds the ongoing circumstances in students' trajectories where they problematize the status quo by taking multiple perspectives derived from ideas of the texts and their classmates who possess distinctive lived-experiences to analyze and transform the unjust points to be more just. By engaging in the critical dialogue, leading questions are crucial to help the students to commence their dialogue. The students from subgroups seemingly hold the shyness and hesitation to start the conversation due to lack of confidence in social situations (Rubin, Copland & Hawker, 2009). The teachers as facilitators should accommodate the students when they face the obstacles due to the barriers in terms of language competence and social practices. To elaborate, the students with limitations

of language competency may not perform fluency of speaking in English as participating in dialogue. This is the place that L1 should come into the areas in order to assist them to deliver the literal meaning they would like to convey. In the same way, the students acquire their linguistic knowledge since they enable the meanings of the target language to their local languages. When reading with critical eyes, teacher can urge the students to be part of the dialogue as much as possible. Considering the natural characters of the students help to understand their ways of learning better. Moreover, when critiquing the texts, teachers should observe if the students put more biases to the practices, teachers can balance the weight by asking for the alternate ways of the ideas presented or give the students more times to think about the other possibilities that can happen in different social practices. Teachers should also encourage the students to look for more justice in the texts and relate to their real situations without pressures and judgments.

Reading to reading materials, they should be realistic and practical. They can be news, narratives, or literary texts as long as they serve the concepts or notions that real spread in our society. The texts with mainstream knowledge are also important, yet the students should begin from local knowledge-based so that they are able to distinguish the differences and as well maintain their identities while reading texts. This is to say, the texts with social issues created the space for readers to enlist their cultural and historical anecdotes into the reading processes. The concepts are correlated to the studies on critical literacy that fostered both literal and critical level (McLaughlin & DeVogd , 2004; Lewison et al., 2005; Meechang, 2007; Wongwit, 2017) . Besides, the social issues played as the essential tool in the dynamics of promoting reading ability together with the implementation of critical dialogue. The consolidation of critical dialogue and social-related texts promoted the reading ability together with critical consciousness.

The finding pins the students' attitude to the approaches because they were fashioned on the dominant learning standards in the past years of studying. Thus, taking their voices into account is able to connect EFL students into the practices as they could raise the reading topics that they have been interested rather than reading the predominant ideologies solely. The critical dialogue-oriented reading instruction assist the students to be creative and critical to the text reading as well as

viewing the reality at the same time. The approaches are well-aligned with the EFL students who need the instruction that accept their identities and cultural norms which they directly and indirectly convey in classroom.

In conclusion, the implication in this study suggests that critical dialogue-oriented reading instruction should be implemented in EFL reading classrooms in order to prepare the students to be critically aware readers who are able to read the texts with critical perspectives. The dichotomy in the instruction nurtures linguistic mastery and concurrently cultivates the ability to socially and culturally read the texts behind the literal presentation. The instruction is positively proper to students with diversity as it welcomes and embraces their identities while granting them the knowledge which lead to the text critique and co-construct the new knowledge through their own perspectives.

5.3 Limitations and recommendations

This study aimed to cultivate students' critical consciousness through critical dialogue-oriented reading instruction. Although, the findings contributed to reading practices in EFL contexts and the students' critical consciousness was significantly developed, this study also yields some limitations along with recommendations for the future studies to contemplate.

First, the reading texts in classroom, there were only different seven texts consisted of narratives, literary texts, autobiography, and expositions due to the time range of the course which covered only 16 weeks to operate the study. The students should be exposed to more kinds of texts from more multicultural sources in order to expose their views to wider and larger contexts. Besides, more varied texts should be introduced to the students such as academic texts, lyrics, speech, or news from online platforms.

Second, the time for conducting the research should be taken to consider as a factors since the study was conducted in a semester consisted of 16 weeks. Longitudinal studies should be considered in reference to extending the findings in long terms. The longer period of data collection could have been bestowed more intriguing and perceptive point in the research results. Also, the following up in

phrases could have been provided more insightful aspects in the findings and provide perspectives to critical literacy practices.

Third, due to the actual practice of the study condition, the number of participants is limited at a small scale and the practices were established in their own surroundings which present only the Northeastern sociocultural areas. The larger scale of participants along with the different regional contexts and cultures should be considered to be the sample groups and research sites in future studies.

Critical literacy practices with critical dialogue grant the potential to enhance students' reading ability in regards to linguistic competency and to cultivate critical perspectives in students from minority groups. The framework is positively suitable for critical literacy practices, the areas where diversity of ethnic groups exists, in particular. For the future studies, the cultivation of critical consciousness can be simulated implementing the conceptual framework of this study as the directions in research inquiries. This study, also, can be an alternative guideline for conducting research with students from minority groups or the students with low level of English proficiency. In the different cultural contexts, the students with diversity may provide the distinctive aspects to the study. The future researchers could, then, compare and contrast the findings on how critical consciousness is cultivated through different capital of knowledge among the studies.

To sum up, the limitations in this study were denoted from class of university students. With the different level and groups of students, the future researcher may consider to adapt or adjust the limitations to the future studies in order to gain the most effective results. Lastly, the critical dialogue and texts with social issues could be taken to integrate in the courses in the other areas such as English for Specific Purposes (ESP) or English for Academic Purposes (EAP). The critical dialogue and critical literacy may branch out to a variety of fields and areas. The students in the courses would become the critical readers when it comes to text reading in the specific areas. Eventually, the results would benefit to English language teaching in terms of teaching practices and research development.

5.4 Research summary

Considering the traditional teaching reading practices focus on the teacher-centered method, texts with one-sided ideologies, and the biased evaluation, this current study aimed to eliminate the predominant norms in teaching practices or banking education method. Together with the aim to investigate students' attitudes toward the study. The number of the relevant studies on critical literacy and critical dialogue in EFL contexts have been studied and reviewed. The researcher analyzed the gaps of the studies and develop the critical dialogue-oriented reading instruction model to implement in the contexts of local students who use English as a foreign language.

The study was carried out within a semester in a reading and writing course. The course designation and the study designation were aligned with the concept of critical pedagogy, yet the extra elements from the critical literacy concepts took place in multiple steps. The critical dialogue urged the students to acknowledge the underprivileged situations and the injustice that come in forms. In regard to the data collection, the researcher justified to roles of teacher and students, the proper time to raise questions, and the flexibility to negotiate with the local identities of the students. The results of the study revealed the effective teaching reading approaches. The results responded the three research questions. The critical dialogue-oriented reading instruction developed students' critical consciousness through their perceptions that changed with the stimulation of critical dialogue with reading texts. Also, their reading ability was developed from reading comprehension ability to critical reading, and read through the intentions of the writers at last. Additionally, students' attitude on the reading instruction was positively conveyed, by the contribution of model of the study that emphasized on the horizontal relationship in classroom.

Hopefully, this study will provide some insights to the researcher and language teachers who aim to enhance the critical consciousness to the students and the language users. It is hoped that this study could be considered to engender the literacy teaching to be practical in real life use. Also, the intention of this study is hopefully placed to be taken to the pedagogical implementation of teaching language in others areas apart from teaching reading.

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APPENDICES

APPENDIX A

Survey for student need on reading text for reading instruction using critical dialogue

This survey will be distributed to participants before the semester starts. The conduction may be done in the form of an online survey.

Section 1: General information

1. Name _____ Student ID _____
2. Sex Male Female Others
3. Age 18-20 years old Over 20 years old
4. Where do you live?
 Sakon Nakhon Nakhon Phanom Mukdahan Others: _____
5. Where is your hometown? _____
6. Where did you grow up? _____
7. Your ethnic group _____
8. Number of years you have been studying English
 Less than 5 years 5-10 years More than 10 years
9. What level of English do you rate yourself at?
 Very good Good Fair Poor

Section 2: Student backgrounds of reading

1. Have you ever taken any kinds of reading English course?
 Yes No
2. How often do you read English texts?
 Never or less than twice a week
 3-5 times a week
 More than 5 times a week
3. What kind of texts do you like to read?
 Fiction Non-fiction Lyrics News Others _____

4. What is your reading difficulty?

- Finding main ideas
 Summarize the text
 Retell in your own way

5. What seems to be the most difficult part in reading English?

- Vocabulary Language use in the text Unfamiliar content

6. Which are the most useful reading strategies that you like to use when reading?

- Predicting the story Questioning the story
 Using a story map Retelling the story
 Skimming and scanning Making inferences
 Others: _____

Section 3: Students need in reading text to implement in reading instruction using critical dialogue

Direction: Please rate your opinion based on your experience and preference in reading texts and reading instruction

1 means strongly disagree

2 means disagree

3 means undecided

4 means agree

5 means strongly agree

No.	Items	1	2	3	4	5
1.	Implementation of learners' experiences and cultural identities to the reading instruction.					
2.	The texts implemented in the classroom are relevant to social issues.					
3.	I sometimes feel confused with the ideas in the texts even if I understand the language use in the texts.					
4.	I believe that I can read better if I can relate my cultural background to the text when reading it.					

No.	Items	1	2	3	4	5
5.	I think reading texts should be practical and connect to daily life.					
6.	Reading texts should account for social issues because they are realistic in our lives.					
7.	Reading strategies are crucial to achieve main ideas from texts that we could move to critical reading.					
8.	I think it is important to take the writer's intention in consideration when reading texts.					
9.	The variety of viewpoints of the texts from my classmates can help me to understand the text better.					
10.	The first language should be accepted in the language classroom.					
11.	Reading classrooms should be friendly to students from various backgrounds.					
12.	Raising questions to expand the area of knowledge and thoughts makes me feel more comfortable to participate in class activities.					
13.	Classrooms should be the place where students can freely express ideas.					
14.	I like when my teacher and my classmates do not judge me when I talk about my perspective towards social issues from texts.					
15.	I feel confident when I can express my local identities to relate with the reading texts.					

16. What do you expect from this course?

17. Please choose the following topics based on your reading preference. (You can choose more than one choice.)

- Gender identities
- Festivals and cultures
- Technology
- Wealth and poverty
- Education
- Fashion
- Climate change
- Others _____



APPENDIX B

Student self-evaluation on critical consciousness developing through using critical dialogue-oriented in reading instruction

This questionnaire aims to assess students' critical consciousness before and after participating in critical dialogue-oriented reading instruction. The items are adapted from the model of critical consciousness measurement (Schneider, 2019).

The factors are defined as followings;

1. Critical awareness refers to students' awareness to recognize injustice in students' contexts.
2. Critical reflection refers to students' perception of inequalities and recognition of privilege.
3. Critical action refers to advocacy of social transformation.

The five-point Likert scale is implemented in this questionnaire with the following meanings;

- 1 means unaware
- 2 means slightly aware
- 3 means undecided
- 4 means aware
- 5 means strongly aware

No.	Items	1	2	3	4	5
1.	I can identify the diversity in my classroom settings.					
2.	I believe that politics has a major role in our society.					
3.	There are beliefs, norms, notions, and ideologies in reading texts.					
4.	I realize that dominant power exists in systems in society.					

No.	Items	1	2	3	4	5
5.	I realize that reading texts are socially constructed.					
6.	I can relate my experience of encountering inequalities (ethnic background, class, race, gender, age).					
7.	I can give examples of ongoing inequalities in my context.					
8.	Males and females are equal regarding job opportunities.					
9.	Students from different racial ethnic groups can equally access to the education system where their cultural identities are not impeded.					
10.	Identity representation influences social interaction.					
11.	Diversity exists in all systems in society and it makes different values.					
12.	Dominant social/political issues influence my perception on understanding what is going on in society					
13.	I have raised questions about social injustice on my social platforms.					
14.	I actively encourage my friends to question unjust situations happening in our contexts.					
15.	I stand up to dominant cultures that are eroding my own cultural identities.					

How do you think critical dialogue-oriented reading instruction helps develop critical consciousness? (Students can choose to write their answer in Thai.)

APPENDIX C

Interview questions

Research questions	Interview questions
To what extent do participants develop their reading ability through teaching reading English using critical dialogue-oriented reading instruction?	<ol style="list-style-type: none"> 1. Do you think teaching reading English by using critical dialogue on social issues provides you with better reading skills? 2. Which reading process do you like the most? Why? 3. Which reading process obstructs you the most regarding improving your reading skills? 4. Do writing practices after the reading part help you to read the text more effectively?
How can the participants' critical consciousness be developed by the critical dialogue-oriented reading instruction?	<ol style="list-style-type: none"> 1. Do you think critical dialogue helps you to be more critical? 2. What do you think about implementing reading texts with social issues to the class? 3. What do you think is the role of a critical-dialogue-oriented in this classroom?
What are participants' attitudes toward critical dialogue-oriented reading instruction?	<ol style="list-style-type: none"> 1. Have you ever participated in classes which employed critical dialogue-oriented instruction before? 2. Do you think critical dialogue-oriented reading instruction is suitable to get your reading skills improved due to your cultural backgrounds?

APPENDIX D

Results of Evaluation for Index of Item-Objective Congruence Student self-evaluation on critical consciousness developing through using critical dialogue-oriented in reading instruction

This evaluation form is designed to measure compatibility between research questions, research objectives and items implemented in this questionnaire which consist of general information, students' background of reading, and students' need on reading instruction and text selection. Please Check (✓) to indicate the degree to which is consistent with research questions and research objectives

+1 = clearly consistent

0 = unclear

-1 = clearly not consistent

Should you have any comments, please write them down on the space provided below.

Level of Critical Consciousness	No.	Items	Experts			Average
			1	2	3	
Critical awareness	1	I can identify the diversity in my classroom settings.	0	1	1	0.66
	2	I believe that politics has a major role in our society.	1	1	1	1
	3	There are beliefs, norms, notions, and ideologies in reading texts.	1	1	1	1
	4	I realize that dominant power exists in systems in society.	1	1	1	1
	5	I realize that reading texts are socially constructed.	1	0	1	0.66

Level of Critical Consciousness	No.	Items	Experts			Average
			1	2	3	
Critical awareness	6	I can relate my experience of encountering inequalities (ethnic background, class, race, gender, age).	1	1	1	1
	7	I can give examples of ongoing inequalities in my context.	1	1	1	1
Critical reflection	8.	Males and females are equal regarding job opportunities.	1	1	1	1
	9.	Students from different racial ethnic groups get equal education from central education.	1	1	1	1
	10.	Identity representation influences social interaction.	-1	1	1	0.66
	11.	Diversity exists in all systems in society and it makes different values.	1	1	1	1
	12.	Dominant social/political issues influence my perception on understanding what is going on in society	1	1	1	1
Critical action	13.	I have raised questions about social injustice on my social platforms.	1	1	1	1
	14.	I actively encourage my friends to question unjust situations happening in our contexts.	1	1	1	1

Level of Critical Consciousness	No.	Items	Experts			Average
			1	2	3	
Critical action	15.	I have my own way to stand up to dominant cultures that are eroding my own cultural identities.	1	1	1	1
Open-ended question		How do you think critical dialogue-oriented reading instruction helps develop critical consciousness? (Students can choose to write their answer in Thai.)	1	1	1	1

APPENDIX E

The reading comprehension pretest and posttest scores

The pretest and posttest scores of students' reading comprehension

Students	Pre-test (15)	Post-test (15)	D
Student 01	8	12	4
Student 02	5	8	3
Student 03	5	8	3
Student 04	6	9	3
Student 05	5	8	3
Student 06	4	8	4
Student 07	6	10	4
Student 08	5	8	3
Student 09	3	8	5
Student 10	7	9	2
Student 11	5	7	2
Student 12	9	13	4
Student 13	5	8	3
Student 14	5	9	4
Student 15	5	10	5
Student 16	6	9	3
Student 17	5	8	3
Student 18	5	8	3
Student 19	7	9	2
Student 20	5	8	3
Student 21	6	9	3
Student 22	5	9	4
Student 23	8	10	2
Student 24	7	10	3

Students	Pre-test (15)	Post-test (15)	D
Student 25	9	13	4
Student 26	6	8	2
Student 27	8	12	4
Student 28	7	9	2
Student 29	7	9	2
Student 30	5	9	4
Average	5.96	9.16	3.20
S.D.	1.44	1.53	0.88
%	39.73	61.06	21.33



APPENDIX F
Reading comprehension test

1. William would take an evening class if he didn't live so far from the school.

Will William take an evening class?

- A. Yes, even though it's in the evening.
- B. Yes, even though it's far from his home.
- C. No, because it's in the morning.
- D. No, because it's far from his home.

2. Although Sally apologized for showing up late to work, her boss did not appear to let it go easily and insisted she make up the time.

Sally's boss...

- A. made up for lost time.
- B. wanted her to leave on time.
- C. was unhappy she was late.
- D. accepted her apology easily.

3. The students were all given a study guide by their instructor to help prepare them for their final exam.

What did instructors help their students with?

- A. preparing an important report
- B. working on a project
- C. getting ready for a test
- D. writing an essay

4. Maria is often required to perform tasks for which she is ill-equipped, as her team is understaffed and overworked.

Maria has difficulty at work due to...

- A. a shortage of personnel.
- B. a lack of equipment.
- C. underqualified colleagues.
- D. overly difficult tasks.

5. The football team lost their last game which, when considering their numerous victories throughout the rest of the year, came as quite a shock.

What does the author say about the team's last game?

- A. The loss was surprising.
- B. The victory was shocking.
- C. The other team was worse than expected.
- D. The team played the same as expected.

Disease Can Affect Memory in Bees

According to scientific research, when bees become ill, they tend to have problems with their memories. "And that can be fatal," says Dr. Harry Lewis, lead author of a study published in the well-known journal *Popular Ecology*.

"Bees rely on their memories to find food. When a bee finds a food source, it goes back to the hive, where it lives, and tells the other bees how to find it. It does this by performing a series of dances that reveal the distance and direction to the source. If a sick bee can't remember where it was, then it can't accurately communicate to the others where to look for food," explained Dr. Lewis.

All across the United States, bees have been dying off in large numbers. Most of the deaths can be attributed to bacteria, viruses, and other insects, which kill the bees directly. However, "perhaps the inability of the sickened bees to help others find food also contributes to the decline of the bee population," said Dr. Lewis.

6. What is the main idea of the passage?

- A. Bees' food sources are being destroyed by disease.
- B. Diseases are killing many bees in the United States.
- C. Diseased bees are a threat to human food supplies.
- D. Diseased bees cannot direct other bees to food.

7. What does Dr. Lewis imply about memory in bees?

- A. It is important in bees' ability to survive.
- B. It is affected by the kinds of food bees eat.
- C. It helps them avoid certain kinds of pests.
- D. It gets worse as bees get older.

8. Why do bees perform dances?
- A. to help improve their memories
 - B. to communicate with the other bees
 - C. to attract new bees to the hive
 - D. to remember where the hive is
9. In the third sentence of paragraph 2, what does the word source refer to?
- A. the memory of food
 - B. the hive
 - C. the location of food
 - D. the other bees
10. What opinion does Dr. Lewis give at the end of the passage?
- A. His theory has been used by other researchers.
 - B. His theory is not being taken seriously.
 - C. His theory is superior to other ideas.
 - D. His theory may help explain a problem.

A New Way to Get to Work?

Personal Rapid Transit (PRT) is a form of public transport that has long been proposed as a solution to the transportation problems that affect many cities. The basic idea of PRT is to create a type of car for public use. Passengers would travel in small, driverless vehicles on a network of tracks, which are called guideways. These electric vehicles would be available on demand, like taxis, transporting small groups of people to different destinations.

Supporters of PRT claim three major advantages of the system. The benefit that first attracted attention to PRT is its environmental friendliness. The system runs on electricity, and experts estimate that each car would use only a fraction of the energy required by a regular motor vehicle. The second benefit is the on-demand nature of the system; there is little to no waiting for cars to arrive. Finally, some people believe that PRT systems can create new jobs. If PRT were to take off in just a few cities, it could be a major job creator for companies: with advanced engineering capabilities.

Critics, however, question whether PRT systems are practical. Small PRT vehicles are most suitable for situations in which there are relatively few passengers going to each destination. But PRT guideways are complicated and expensive to build. Economically, they would make sense only for heavily traveled routes. Yet for routes within cities, where passenger volume would be high enough to cover the cost of building the guideways, the small cars would not be large enough to carry many people. Outside of city centers, construction of PRT systems would not be cost-effective due to the number of guideways that would be needed. These are serious problems that need to be solved if PRT systems are to be a realistic public transport option.

11. What is the main idea of this passage?
- A. PRT is the solution to transportation problems.
 - B. PRT is complicated and expensive to build.
 - C. PRT has its benefits, but it's not practical.
 - D. PRT has its disadvantages, but it's safe.
12. What are PRT cars compared to in paragraph 1?
- A. destinations
 - B. taxis
 - C. networks
 - D. guideways
13. What was the original appeal of PRT?
- A. It uses much less energy than cars.
 - B. It is not expensive to develop.
 - C. It can transport large numbers of people.
 - D. It does not require specialized staff.
14. In paragraph 2, why does the author mention companies?
- A. to describe who already has experience of PRT systems
 - B. to explain how PRT systems will be built
 - C. to indicate who has criticized PRT systems
 - D. to show who could benefit from PRT systems

15. What is the purpose of paragraph 3?
- A. to show when PRT is most suitable
 - B. to show how PRT makes economic sense
 - C. to explain the disadvantages of PRT
 - D. to explain both advantages and disadvantages of PRT



APPENDIX G
Lesson plans and reading texts

Model of lesson plan

Learning Objective: Student should be able to

1. Relate their cultural backgrounds to the concept of the reading text.
2. Provide the definition of the vocabulary from the text.
3. Illustrate the main ideas and supporting details of the text.
4. Raise questions to identify hidden meanings, dominant power, and ideologies in the texts.
5. Write a short paragraph about the given reading topic.

Stage/Time	Class activities
Pre-reading	<ul style="list-style-type: none"> - The teacher introduces the topic by showing relevant pictures. - The teacher introduces vocabulary and sentence structures that appear in text and have them complete a vocabulary worksheet. - The students are asked to work in groups with a diversity of ethnic groups and have them exchange their different cultural backgrounds about their attitudes toward the topic. - The students are encouraged to raise questions about the topic before reading the text.
While-reading	<ul style="list-style-type: none"> - The students read the text by using skimming and scanning strategies to get main ideas and supporting details from the text. - The students help each other to complete a comprehensive worksheet.

Stage/Time	Class activities
Post-reading	<p>(Disrupting the commonplace)</p> <ul style="list-style-type: none"> - Students review the ideas from the text again. The teacher asks them to identify presented and hidden voices in the text. <p>(Interrogating multiple viewpoints)</p> <ul style="list-style-type: none"> - Students discuss with their group members and draw out their perspectives by performing oral presentations, pictures, or mind-mapping. <p>(Focusing on sociopolitical issues)</p> <ul style="list-style-type: none"> - The teacher applies questions to lead students to relate ongoing situations in their lives and refer to political power embedded in the situation
Beyond-reading	<p>(Taking action to promote social justice)</p> <ul style="list-style-type: none"> - The teacher asks students to discuss the possibilities to alleviate the social injustice (based on the given topic). - The teacher introduces again the linguistic features from the text and guide them to write simple sentences. - The students practice their writing, focusing on how they can recontextualize the dominant power from the text (5-7 simple sentences). - The teacher asks for 4-5 representatives to present their work to the class.

Activities

1. Reading Text
2. Worksheet 1: Vocabulary
3. Worksheet 2: Reading comprehension
4. Making questions
5. Class presentations
6. Writing in simple sentences
7. Discussion

Text 1

Ariel's Story

Deep beneath the sea lived a little mermaid named Ariel. She loved exploring her underwater home with her friend flounder but dreamed of living on land as a human. Ariel was always searching for human treasures. When she and Flounder found a strange forked object, they swam to the surface to find Scuttle the seagull. "It's a dingle hopper!" he proclaimed. Ariel's father was King Triton, ruler of the sea. He thought humans were dangerous. When he learned that Ariel had been to the surface, he forbade her to ever go again! Then he asked Sebastian the crab to keep an eye on her. But Ariel continued to go to the surface. One night, a terrible storm swept across the sea. Ariel and Flounder watched as a prince fell off a huge ship. "I must save him!" she cried. Ariel pulled Prince Eric to shore and sang to him. Then she swam away. Prince Eric only caught a glimpse of Ariel's face, but he knew he would remember her beautiful voice forever. Desperate to see Prince Eric again, Ariel agreed to give her voice to the ugly evil sea witch Ursula. With bigger plans in mind, Ursula cast a spell and turned Ariel into a human! But if Prince Eric didn't kiss Ariel by sunset on the third day, she would become a mermaid again. Even worse, she would belong to the sea witch forever! Charmed by her silent beauty, Prince Eric showed Ariel his kingdom.

Ariel loved being with the prince in the human world, but the two had not yet kissed. Worried that Prince Eric was falling in love with Ariel, Ursula transformed herself into the beautiful Vanessa. She was going to make the prince fall in love with her instead. Disguised as Vanessa and using Ariel's voice, the sea witch cast a spell on Prince Eric. He thought he was in love. He was going to marry Vanessa! Ariel had lost her true love. Just before sunset on the third day, Scuttle discovered that Vanessa was Ursula in disguise. He hurried to warn Ariel. As Sebastian went to find King Triton, Ariel and Flounder raced to catch Prince Eric's ship. With the help of her friends, Ariel was able to stop the wedding and get her voice back. Released from Ursula's spell, Prince Eric realized that Ariel was the one he truly loved. But it was too late. The sun went down before Ariel and the prince could kiss. She was a mermaid once more, and she belonged to Ursula. To save his daughter, King Triton gave Ursula his great powers and became her prisoner. "Now I am the ruler of all the

ocean!" shouted Ursula. As Ursula grew in size and towered above the sea, Prince Eric jumped aboard an old ship. He steered its jagged bow through Ursula's heart. With a howl, the sea witch disappeared in the waves. With Ursula gone, King Triton regained his powers. Seeing Ariel's love for Prince Eric, the king granted her wish: She became human! Ariel and Prince Eric married and lived happily in a castle by the sea.



Worksheet: Ariel's Story

Part 1: Vocabulary

Complete the table; provide the root words, parts of speech, and definitions

Words from text	Root words	Part of speech	Meanings
Exploring			
Flounder			
Dingle hopper			
Proclaimed			
Forbade			
Swept			
Glimpse			
Transformed			
Disguised			
Cast a spell			
Steered			
Howl			

Part 2: Elements of the story

Directions: Please identify elements of this story in following table

People	Animals	Places, vehicles, tools

Part 3: Comprehensive check

- What was Ariel's residential position under the sea?
.....
- Why did King Triton prohibit Ariel not to go to the surface?
.....
- Who was Sebastian?
.....

4. How did the prince travel through the sea?
.....
5. Why did the prince choose to recognize Ariel by her voice?
.....
6. How did Ariel turn into human?
.....
7. Why did Ursula turn herself to be human?
.....
8. What did Ursula do to the prince to make him love her?
.....
9. How did King Triton please Ursula in order to save Ariel from danger?
.....
10. How did King Triton regain his power?
.....

Part 4: Main ideas and supporting details.

Main ideas	
Supporting details	

Text 2

Pat and Paulette Martin

I first knew I was a lesbian at the age of five, and came out to my family and mother at my high school graduation. I always knew exactly who I was; it was my mother who was confused. She said my actions were not normal, even going to the extreme and taking me to a psychiatrist. My mother's homophobia was one of the reasons I waited to come out. Every time my mother would see a gay woman, she would say, "if one of my children becomes like that, I'll kill them." During my high school graduation, I walked across the stage in a dress to get my diploma. Afterward, I went into the bathroom and changed into a suit. When my mother saw me, she said, "What the hell is this?" I responded, "This is me." I got my girlfriend and left, and never looked back. Now, I've been out for more than 50 years. In 2015, I met my now-wife Paulette at an event hosted by SAGE — an organization dedicated to improving the lives of LGBT elders — and got married in 2018 at the age of 67. We both continue to advocate for rights for the LGBT+ community, especially for elders. —*Pat Martin*

Unlike my wife, Pat, I didn't come out until I was 40 when my youngest child was 16. Growing up, I thought if I got married and had a baby, I wouldn't have to tell my mother that I was gay and could be normal. However, pretending I was something that I was not for all those years to avoid the punishment of social and familial shame did not make me feel normal at all. In reality, I felt suffocated and trapped. I took out all of my repressed frustrations on others, including members of the LGBT+ community. After I got divorced from my husband, I realized I wanted to start living as my authentic self. While the seismic shift caused friction in my family relationships, the burden of living a lie was gone. But I still faced numerous challenges along the way, including discrimination and racism for simply being myself. Later in life, having just moved from Long Island to East Harlem, I fell head over heels for Pat. The romantic spark was real. We were married on April 10, 2018, at the age of 67. Today, we reside in East Harlem — an area of New York once notorious for being hostile to those in the LGBT+ community — and walk hand-in-hand through the neighborhoods as our authentic selves. —*Paulette Martin*

Worksheet: Pat and Paulette

Part 1 : Vocabulary

1. Came out
2. Confused
3. Extreme
4. Psychiatrist
5. Homophobia
6. diploma.....
7. Now-wife
8. Dedicate
9. Elder
10. Pretend
11. Punishment
12. Reality
13. Repress
14. Frustration
15. Authentic
16. Friction
17. Burden
18. Head over heels
19. Notorious
20. Hand in hand

Part 2: Making Questions

Example: Who are Pat and Paulette?

How do they identify themselves as LGBTQ+?

Where do they live?

Wh question + **V.to do**, **V to be**, **Modal verbs** + Noun?

1.
2.
3.
4.

5.

Draw your mind mapping about what you want to know from the text.



Part 3: Post - Reading

- 1. Has Pat been confused about her identity for so long?
.....
- 2. What did Pat’s mother want her to be?
.....
- 3. Why couldn't Pat come out right away after she knew who she was?
.....
- 4. How did Pat feel about her mother?
.....
- 5. Why do Pat and Paulette want to support LGBTQ+?
.....
- 6. How did Paulette pretend to be before she came out?
.....
- 7. Whose punishment Paulette thought she was about to get if she came out that time?
.....

8. What challenges Paulette faced after she came out?

.....

9. Where does Paulette feel now?

.....

10. What is East Harlem like?

.....



Text 3

Boys or Girls: Why do we even have to prefer?

When a boy is born in most developing countries, friends and relatives exclaim congratulations. A son means insurance. He will inherit his father's property and get a job to help support the family. When a girl is born, the reaction is very different. Some women weep when they find out their baby is a girl because, to them, a daughter is just another expense. Her place is in the home, not in the world of men. In some parts of India, it's traditional to greet a family with a new-born girl by saying, "The servant of your household has been born."

A girl can't help but feel inferior when everything around her tells her that she is worth less than a boy. Her identity is forged as soon as her family and society limit her opportunities and declare her to be second-rate.

A combination of extreme poverty and deep biases against women creates a remorseless cycle of discrimination that keeps girls in developing countries from living up to their full potential. It also leaves them vulnerable to severe physical and emotional abuse. These "servants of the household" come to accept that life will never be any different.

Discrimination against girls and women in the developing world is a devastating reality. It results in millions of individual tragedies, which add up to lost potential for entire countries. Studies show there is a direct link between a country's attitude toward women and its progress socially and economically. The status of women is central to the health of a society. If one part suffers, so does the whole.

Tragically, female children are most defenseless against the trauma of gender discrimination. Dowries in India, neglect of baby girls in Africa, Infanticide and Sex-Selective Abortion in China and discrimination at work later on in life are stark examples of what girls worldwide face. But the good news is that new generations of girls represent the most promising source of change for women- and men-in the developing world today.

Worksheet

Part 1: Match the words with the correct definition.

Prejudice xenophobia discrimination intolerance
 homophobia racism anti-Semitism stereotype sexism

1. _____ the belief that one sex is weak, less intelligent, or less Important than the other, especially when this results in someone being treated unfairly.
2. _____ hatred and fear of homosexuals.
3. _____ unwillingness to accept ways of thinking and behaving that are different from you own.
4. _____ a belief or idea of what a particular type of person or thing is like, which is often unfair or untrue.
5. _____ an unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, sex, religion, etc.- used to show disapproval.
6. _____ hatred of Jewish people.
7. _____ unfair treatment of people, or violence against them, because they belong to a different race from your own.
- 8 _____ strong fear or dislike of people from other countries.

Part 2 True or false? Find evidence for all the statements.

1. Baby girls are greeted with joy in developing countries
2. Having a baby girl means more wealth to a family.
3. In developing countries the way society acts towards girls influences their behaviour.
4. Girls in these countries cannot fully develop.
5. Countries that discriminate against women are economically more successful.

Find words in the text (paragraphs 1-3) that mean the same as:

1. Shout _____
2. Receive _____
3. Restrict _____
4. Prejudices _____
5. Defenceless _____

B: Answer these questions on the text. Use your own words as far as possible.

1. Explain why families in developing countries prefer boys to girls.

2. What are the overall consequences of gender discrimination?

3. Name some of the atrocities committed against women in different countries.

Part 3 Explain the meaning of the following sentences. Use your own words.

1. "The status of women is central to the health of a society. If one part suffers, so does the whole."

2. "The good news is that new generations of girls represent the most promising source of change for women-and men-in the developing world today."

Text 4

Who Was Coco Chanel?

Fashion designer Coco Chanel is famous for her timeless designs, trademark suits and little black dresses. In the 1920s, she launched her first perfume and eventually introduced the Chanel suit and the little black dress, with an emphasis on making clothes that were more comfortable for women. She herself became a much-revered style icon known for her simple yet sophisticated outfits paired with great accessories, such as several strands of pearls.

Early Life: Chanel was born Gabrielle Bonheur Chanel on August 19, 1883, in Saumur, France. Her early years were anything but glamorous. At age 12, after her mother's death, Chanel was put in an orphanage by her father, who worked as a peddler. Chanel was raised by nuns who taught her how to sew — a skill that would lead to her life's work. Her nickname came from another occupation entirely. During her brief career as a singer, Chanel performed in clubs in Vichy and Moulins where she was called "Coco." Some say that the name comes from one of the songs she used to sing, and Chanel herself said that it was a "shortened version of *cocotte*, the French word for 'kept woman,'" according to an article in *The Atlantic*.

Beginnings of a Fashion Empire: Around the age of 20, Chanel became involved with Etienne Balsan, who offered to help her start a millinery business in Paris. She soon left him for one of his wealthier friends, Arthur "Boy" Capel. Both men were instrumental in Chanel's first fashion venture. Opening her first shop on Paris's Rue Cambon in 1910, Chanel started out selling hats. She later added stores in Deauville and Biarritz and began making clothes. Her first taste of clothing success came from a dress she fashioned out of an old jersey on a chilly day. In response to the many people who asked about where she got the dress, she offered to make one for them. "My fortune is built on that old jersey that I'd put on because it was cold in Deauville," she once told author Paul Morand. Chanel became a popular figure in Parisian literary and artistic worlds. She designed costumes for the Ballets Russes and Jean Cocteau's play *Orphée*, and counted Cocteau and artist Pablo Picasso among her friends.

First Perfume: In the 1920s, Chanel took her thriving business to new heights. She launched her first perfume, Chanel No. 5, which was the first to feature a designer's

name. Perfume “is the unseen, unforgettable, ultimate accessory of fashion. . . . that heralds your arrival and prolongs your departure,” Chanel once explained. The fragrance was in fact also backed by department store owner Théophile Bader and businessmen Pierre and Paul Wertheimer, with Chanel developing a close friendship with Pierre. A deal was ultimately negotiated where the Wertheimer business would take in 70 percent of Chanel No. 5 profits for producing the perfume at their factories, with Bader receiving 20 percent and Chanel herself only receiving 10 percent. Over the years, with No. 5 being a massive source of revenue, she repeatedly sued to have the terms of the deal renegotiated.

Iconic Designs: Chanel Suit & Little Black Dress: In 1925, Chanel introduced the now legendary Chanel suit with collarless jacket and well-fitted skirt. Her designs were revolutionary for the time—borrowing elements of men’s wear and emphasizing comfort over the constraints of then-popular fashions. She helped women say goodbye to the days of corsets and other confining garments. Another 1920s revolutionary design was Chanel’s little black dress. She took a color once associated with mourning and showed just how chic it could be for evening wear.

Life as Nazi Agent: During the German occupation of France, Chanel got involved with a Nazi military officer, Hans Gunther von Dincklage. She got special permission to stay in her apartment at the Hotel Ritz in Paris, which also operated as German military headquarters. After the war ended, Chanel was interrogated about her relationship with von Dincklage, but she was not charged as a collaborator. Some have wondered whether friend Winston Churchill worked behind the scenes on Chanel’s behalf. While not officially charged, Chanel suffered in the court of public opinion. Some still viewed her relationship with a Nazi officer as a betrayal of her country.

Death: Chanel died on January 10, 1971, at her apartment in the Hotel Ritz. She never married, having once said “I never wanted to weigh more heavily on a man than a bird.” Hundreds crowded together at the Church of the Madeleine to bid farewell to the fashion icon. In tribute, many of the mourners wore Chanel suits.

A little more than a decade after her death, designer Karl Lagerfeld took the reins at her company to continue the Chanel legacy. Today her namesake company is

held privately by the Wertheimer family and continues to thrive, believed to generate hundreds of millions in sales each year.

Movies, Books and Plays on Chanel: In 1969, Chanel's fascinating life story became the basis for the Broadway musical *Coco*, starring Katharine Hepburn as the legendary designer. Alan Jay Lerner wrote the book and lyrics for the show's song while Andre Prévin composed the music. Cecil Beaton handled the set and costume design for the production. The show received seven Tony Award nominations, and Beaton won for Best Costume Design and René Auberjonois for Best Featured Actor. Several biographies of the fashion revolutionary have also been written, including *Chanel and Her World* (2005), written by Chanel's friend Edmonde Charles-Roux.



Worksheet: Coco Chanel

Part 1: Vocabulary

Timeless	
Businessmen	
Venture	
Comfort	
Jersey	
Notorious	
Chilly	
Short-lived	
Generate	
Agent	
Glamorous	
Trademark	
Prolong	
Revere	

Part 2: Comprehension check

1. How many names appeared in this text?
2. Could you identify their relationships (for each name)?
3. What is Chanel's first product?
4. Who took care of her after her mom's death?
5. Where did her first shop take place?
6. What was the weather like when she launched her first successful cloth?
7. Name first perfume of Chanel
8. What did "black" refer to back then?
9. How did she change the trend of wearing corsets?
10. Why did Chanel close her shop?

11. When did she live with Igor Stravinsky? How long?
12. Where did German military headquarter take place?

Assignment: Work in group and retelling the story.



Text 5

The necklace

(1) The short story "The Necklace" by Guy De Maupassant takes place in France several hundred years ago. Mathilde Loisel lives in a flat with her husband, who works as a clerk for the Minister of Education. Their lives are not luxurious, but they are not poor, merely simple. Mathilde, however, longs to be rich. She envies her friend Jeanne who has a large house and lots of jewelry.

(2) One day her husband brings home an invitation to a ball. He thinks his wife will be excited to attend such a fancy party, but instead she is upset. She complains that she has nothing suitable to wear to such an extravagant occasion. Her kind husband agrees to give her the four hundred francs that he had been saving to buy a new rifle to get herself a gown.

(3) The week of the party, Mathilde seems anxious again. When her husband asks her why, she frets that she has no jewelry to wear with her dress. He suggests that perhaps she could borrow something from her friend Jeanne Forestier. Mathilde goes to Jeanne's house and picks out a sparkling diamond necklace to borrow.

(4) She and her husband attend the gala and have a fabulous time. She loves amazing and dances all night. Finally, they head home in the wee hours of the morning. When they arrive home, Mathilde realizes that the necklace is missing. They wonder if it fell off in the carriage that they took home, but neither of them noticed the number. Her husband goes out to search the streets but returns empty handed. To stall for time, Mathilde writes to her friend that she broke the clasp and is having it repaired. In the meantime, they find another necklace that matches the missing one, but it costs thirty-six thousand francs. Her husband fortunately inherited eighteen thousand francs from his father, but they will need to borrow the rest of the money. Finally, they have enough to purchase the replacement necklace and Mathilde gives it to Jeanne who doesn't even look at it.

(5) The next ten years Mathilde's life changes dramatically. They move to a smaller apartment where she has to cook and clean for herself. She also does work on the side while her husband works multiple jobs to pay back all the money they borrowed. After the ten years, the money is all paid back, but Mathilde has aged a great deal.

(6) One day she sees Jeanne Forestier on the street. She decides to tell her the truth about the necklace. Jeanne is stunned by Mathilde's rough appearance. Mathilde explains that it is indirectly because of Jeanne since she lost the necklace she borrowed from her and had to pay for a replacement. Shocked, Jeanne confesses that the necklace Mathilde borrowed was a fake, made of paste, worth no more than five hundred francs.

(7) Clearly, the lesson of the story is that honesty is the best policy. If Mathilde had been honest with her friend from the start, she would have learned that the necklace wasn't made of real diamonds and would not have wasted ten years paying for a replacement



Worksheet: The necklace

Part 1: Vocabulary

Vocabulary	Root word	Meaning	Part of Speech
Minister of Education			
Luxurious			
Longs			
Envious			
Ball			
Fancy			
Extravagant			
Francs			
Anxious			
Sparkling			
Fabulous			
Clasp			
Meantime			
Dramatically			
Replacement			
Confesses			
Fake			

Part 2: Comprehension check

- How was Mathilde and her husband's commercial status? Poor or Rich?

- Did Mathilde feel satisfied about her commercial status back then?

- How did Mathilda react when her husband invited her to a ball?

- What did Jeanne lend Mathilde?

5. When did they come home from the ball and how did they feel?

6. What did Mathilde tell Jeanne about the missing necklace?

7. How did they return the necklace to Jeanne?

8. How long did it take to Mathilde to express the truth?

9. Why Jeanne was so shocked?

10. What caused all this circumstance?

Part 3 : Story line

_____ They were short on money, their lives became so hard after they lost the necklace.

_____ She needed a Jewelry, so she rented it from her friend, Jeanne.

_____ Her husband gave her some money to buy nice dress.

_____ They went to the party happily.

_____ Jeanne revealed that the old necklace was the fake one.

_____ The necklace was missing.

_____ She bought the new necklace to return to Jeanne.

_____ They tried so hard to get enough money to buy a new necklace.

_____ Ten years later, Mathilde confessed the truth to Jeanne.

_____ Her husband brings home an invitation to a ball.

Text 6

Wonder

August or "Auggie" Pullman, a ten-year-old boy living in New York City, was born with a facial deformity that has made it difficult for him to make friends. He lives with his parents, his older sister Via, and his dog Daisy. He has been homeschooled up until the fifth grade, but his parents have decided that it is time for him to go to a real school. They enroll him in Beecher Prep, a neighborhood private school, and take him to meet the principal, Mr. Tushman. While August is there, some of the kids who will be in August's grade take him on a tour of the school; one of them, Jack Will, is nice, but another, Julian, is noticeably rude.

Auggie settles into the first few months of school and his classmates slowly get used to the way his face looks. He becomes friends with Jack, and with a girl named Summer who sits with him at lunch on the first day. Apparently, a rumor that touching Auggie will give you the "plague" arises, so his classmates make a point of avoiding touching him, so that Auggie begins to feel alienated. Things get a lot worse on Halloween, typically Auggie's favorite day of the year, when Auggie overhears Jack say to Julian and some other boys that he would kill himself if he looked like Auggie. Jack is completely unaware that Auggie himself is sitting nearby, disguised in a Bleeding Scream costume.

The story switches perspective to Via, Auggie's older sister, who begins high school at the same time that Auggie starts middle school. Via has had to come to terms with the fact that her family's universe revolves around Auggie and his needs; hers often get pushed to the side. The only person who put her first was her grandmother, Grans, who is dead by the time the narrative begins. Via feels neglected after the first day of school, since her mother appears more concerned with Auggie's day than with hers. A rift continues to grow between Via and her former friends, and Via settles into new group. On Halloween, Via is confused when Auggie comes home early, claiming to be sick and refusing to go trick or treating. He reveals to her what happened with Jack, and she convinces him that some kids will always be mean. Auggie, according to her, must move past such dilemmas and keep going to school. Auggie surprises Via by telling her that Miranda called to talk to him, and asked about her.

Next comes Summer's point of view. Summer spends time with Auggie because she legitimately wants to be his friend, not because Mr. Tushman asked her to. Since Auggie is mad at Jack, Summer becomes his best friend, and their two families hit it off as well. Summer struggles over whether to keep hanging out with Auggie or to hang out with the popular crowd instead, but ultimately chooses Auggie. When Jack eventually asks Summer why Auggie is mad at him, she gives him one clue: "Bleeding Scream."

The next section is told from Jack's perspective, and he backtracks to when Mr. Tushman first asked him to try to be a friend to the new student. He remembers seeing Auggie when they were both very little: at this earlier time, Jack was disconcerted by Auggie's face. Jack also has some struggles at home, since his family is not wealthy -- a sharp contrast to some other families with children in private schools. When Jack puts two and two together and figures out what Auggie overheard, he feels terrible. He really does want to be Auggie's friend, but he got caught up in an attempt to be accepted by kids like Julian. When Julian tells him one day that being friends with Auggie is not worth it, Jack gets so angry that he punches Julian in the face. This conflict sets off a series of apology letters involving Jack, Mr. Tushman, and Julian, and Jack and Auggie eventually make up and become friends again. When Jack and Auggie return to school after winter break, though, Jack realizes that Julian has turned most of the boys in their grade against them and that a "war" has begun.

Auggie's perspective comes back for the first time since the beginning of the novel: the situation has gotten better at school as students grow tired of the "war" between Julian and Jack. The Pullman family gets in a fight one day when Auggie realizes that Via has been hiding her involvement in the school play from him. She does not want him to come, because then she would be known once again as the girl with the deformed brother. During the fight, though, the Pullmans' dog Daisy is discovered to be extremely sick. She must be put to sleep, a choice which devastates the family. This loss also makes Via forget about the fight, and the whole family goes to the school play to see Justin. They expect to see Miranda in the lead female role, but then get a shock: Miranda apparently fell sick right before the show, so instead Via performs the lead role, and she does an amazing job.

The final section of the novel switches back to Auggie. The fifth grade goes on a retreat at a nature reserve for three days: this is Auggie's first time sleeping away from home. Things go great until the second night, when the students are watching an outdoor movie. Jack and Auggie go into the woods so that Jack can pee; while there, they encounter a bunch of older kids from another school, who make fun of Auggie and try to hurt him. Luckily, three of the boys from Beecher Prep who are usually mean to Auggie -- Henry, Miles, and Amos -- come to Auggie's rescue, although one of the older kids steals Auggie's hearing aids.

This incident makes Auggie extremely popular, however. By the final stages of the novel, almost everyone has at last warmed up to him and wants to be his friend. Things start looking up: the Pullmans get a new puppy, and Auggie learns from Mr. Tushman that Julian will not come back to Beecher Prep the following year. Graduation arrives; Auggie wins a special award for courage and kindness. He realizes how far he has come since the beginning of school, and he now has a solid group of friends and feels comfortable with who he is. The novel ends with his mother whispering in his ear, calling him a "wonder."

Worksheet: wonder**Comprehensive worksheet****Part 1: Vocabulary****Put these words into boxes of their part of speech**

Make friends	concern	homeschool	convince
neglect	courage	kindness	Private school
rude	alienate	overhear	dilemma
ultimately	deformity	solid	deform
principal	legitimately	disconcert	arise
backtrack	disguise	plague	devastate
rift	rumor	Apparently	

N.	V.	Adj.	Adv.

Which words do you like the best? (Pick 5 words from the table)

.....

Part 2: Making questions.

1.
2.
3.
4.
5.

Part 3: Answer the following questions.

1. How many characters presented in this text?

2. How many paragraphs organized by the author?

3. Why is it difficult for Auggie to make friends with people?

4. When did Auggie overhear his friends talked behind him and it made the situation worse?

5. How did Via feel neglected, what made her think like that?

6. How did Summer help Auggie to be accepted?

7. What happened in the nature camp?

8. How did Auggie become a hero?

9. What award has been given to Auggie?

.....

10. Describe the word “wonder” from your understanding?

.....



Text 7

A very old man with enormous wings

One day, while killing crabs during a rainstorm that has lasted for several days, Pelayo discovers a homeless, disoriented old man in his courtyard who happens to have very large wings. The old man is filthy and apparently senile, and speaks an unintelligible language. After consulting a neighbor woman, Pelayo and his wife, Elisenda, conclude that the old man must be an angel who had tried to come and take their sick child to heaven. The neighbor woman tells Pelayo that he should club the angel to death, but Pelayo and Elisenda take pity on their visitor, especially after their child recovers.

Pelayo and Elisenda keep the old man in their chicken coop, and he soon begins to attract crowds of curious visitors. Father Gonzaga, the local priest, tells the people that the old man is probably not an angel because he's shabby and doesn't speak Latin. Father Gonzaga decides to ask his bishop for guidance.

Despite Father Gonzaga's efforts, word of the old man's existence soon spreads, and pilgrims come from all over to seek advice and healing from him. One woman comes because she'd been counting her heartbeats since childhood and couldn't continue counting. An insomniac visits because he claims that the stars in the night sky are too noisy. The crowd eventually grows so large and disorderly with the sick and curious that Elisenda begins to charge admission. For the most part, the old man ignores the people, even when they pluck his feathers and throw stones at him to make him stand up. He becomes enraged, however, when the visitors sear him with a branding iron to see whether he's still alive.

Father Gonzaga does his best to restrain the crowd, even as he waits for the Church's opinion on the old man. The crowd starts to disperse when a traveling freak show arrives in the village. People flock to hear the story of the so-called spider woman, a woman who'd been transformed into a giant tarantula with the head of a woman after she'd disobeyed her parents. The sad tale of the spider woman is so popular that people quickly forget the old man, who'd performed only a few pointless semi-miracles for his pilgrims.

Pelayo and Elisenda have nevertheless grown quite wealthy from the admission fees Elisenda had charged. Pelayo quits his job and builds a new, larger house. The old man continues to stay with them, still in the chicken coop, for several years, as the little boy grows older. When the chicken coop eventually collapses, the old man moves into the adjacent shed, but he often wanders from room to room inside the house, much to Elisenda's annoyance.

Just when Pelayo and Elisenda are convinced that the old man will soon die, he begins to regain his strength. His feathers grow back and he begins to sing sea chanteys (sailors' songs) to himself at night. One day the old man stretches his wings and takes off into the air, and Elisenda watches him disappear over the horizon.



Worksheet: An old man and enormous wings

Part 1: Vocabulary

Disoriented	Courtyard	Filthy	Senile	Unintelligible	Club	Recover
Chicken coop	Bishop	Existence	Spread	Pilgrim	Insomniac	Charge admission
Pluck	Enrage	Disperse	Flock	So-called	Transform	Disobeyed
Semi-miracle	Nevertheless	collapse	Adjacent	Annoyance	Stretch	Horizon

Synonyms

Gather		Unbalanced		Old		Hencoop	
Patio		Famous		Nonsense		Damage	
Hit		Dirty		Resist			
expand		Skyline		Magic		Minister	
Sleepless		Feeling better		However,		spread	
Pull		Fee		Close, Near		Living	
Madden		Change		Unpleasure		Traveler	

Answer the following questions.

- What season did this story take place?
.....
- What did Pelayo and his wife do before they summarized that the old man was an angle?
- Where did the couple let the old man stay?
.....

4. Why did the man ask the advice from bishop?
.....
5. According to the text, how many people come for consults and advice from the old man?
6. What distracted people interest from the old man?
.....
7. Why did the couple become rich?
.....
8. Where did the old man move into after the coop collapsed?
.....
9. Why the old man regained his power?
.....
10. How would Elisenda feel at the end of the story?
.....

Write down the feelings or people's expectation in this story.



BIOGRAPHY

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