

Transformative reading pedagogies: Perspectives from Indonesia

The Future of Education

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Study context and aims

Education reforms in Indonesia

- In 2005, Indonesia reformed its teacher education program
- The new Indonesian higher education Qualifications Framework (IQF) (Indonesian Government, 2012) &
- National Standards of Higher Education (NSHE) (MORTHE, 2015)



- Be able to utilise information technology in the specialised area, and to be able to adapt to **situations by using skillfully problem-solving strategies.**
- Have **theoretical** knowledge in the specialised field, general and theoretical concepts especially in that specific field, and **to be able to formulate and solve problems.**
- Be able to **analyse** information and data, and give guidance on alternative solutions;
- Be responsible students and accept responsibility for their learning

(Indonesian Government , 2011)

Research Problem

Education policies are now in place, but what vision of competencies informs how Indonesian academics go about embracing the change?

Intellectual context of the study

The **categories** in relation to which **students “make meaning”** are not a product of objective facts captured by the language of formal disciplines. They are experienced as **subjective judgments that draw on students’ value categories (i.e. ‘Why we do what?’)**, i.e. categories of experiences that have motivational significance and that inform people how to be or act in the world. Something has a meaning when it has

Study Aim

How do Indonesian ELTE academics **account for students' own meaning-making processes** when teaching reading?

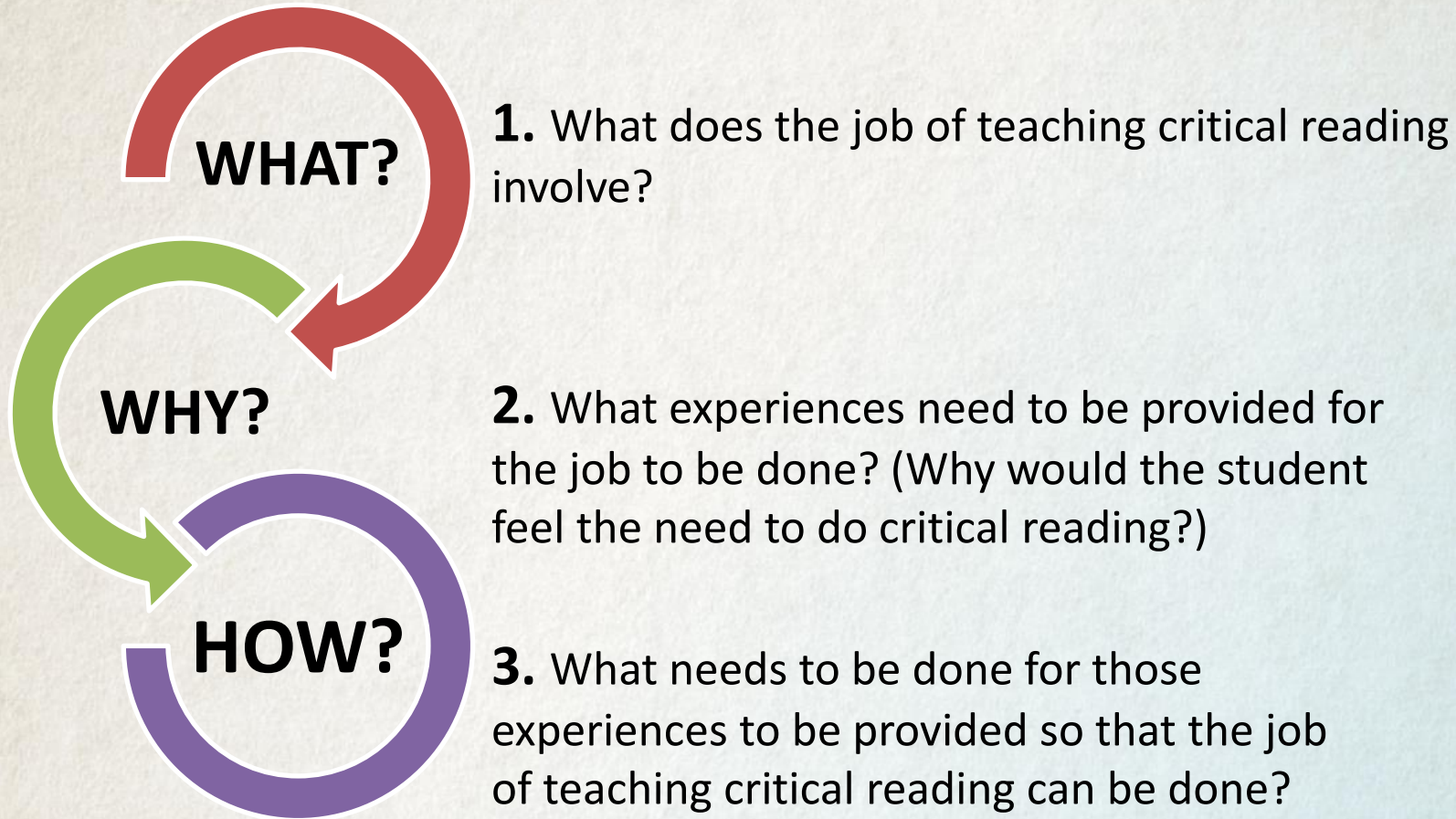
The study

Questionnaire

1. How long have you been teaching reading?
2. As one of English skills, how do you define reading?
3. Do you integrate critical comprehension or critical reading in your class?
4. As categorized in the 21st century skill, how do you define critical reading?
5. Do you think that critical reading is only appropriate for one kind of text, e.g. argumentative, or to any texts e.g. informational, narrative, expository?
6. According to you, ideally, how should critical reading be taught in classroom? Share your own practice/experience.
7. Do you include in your teaching: vocabulary knowledge, background knowledge, linguistic knowledge? How do you apply them in your teaching/ how do you facilitate them in your class?
8. How do you support your students in monitoring their understanding of texts?
9. How do you assess your students' comprehension?
10. How do you assess your students' critical reading?
11. In your experience, what are the tensions/challenges in teaching critical reading?

Architecture of the “job”

HBS, Clayton Christenson



1. Hak, N. "Key challenges faced by Cambodian tertiary students when planning their professional careers", MEd Thesis. Charles Darwin University, Australia, 2016.
2. Nashruddin, W. Integrating research and inquiry into undergraduate English teacher education programs in Indonesia: A case study. PhD thesis. Charles Darwin University, Australia. (n.d. in progress).
3. Tan, K. "Investigating Australian Higher Education (HE) Quality Assurance (QA) policies and their implementation in teaching and learning to improve HEQA in Cambodia". MEd. Thesis. Charles Darwin University, Australia, 2016.

Architecture of the “job”

An overall spread of data

Themes	What is involved?	What experiences?	What to be provided?
1. Global relevance: The relevance of critical reading in the context of global education?	No responses	No responses	No responses
2. National relevance: The relevance of critical reading in the context of national education?	No responses	No responses	No responses
3. Unit design: Links between the course and unit learning outcomes, assessment and learning activities?	12 responses	No responses	No responses
4. Course design: The impact of the critical reading subject on other subjects taught within the ELTE degree structure.	No responses	No responses	No responses
5. Pedagogy: Student engagement	4 responses	No responses	33 responses
6. University funding, workload and support: What is the impact of reading instruction in ELTE programs on university funding and support.	No responses	No responses	No responses
7. Stakeholders' awareness: The impact of critical reading instruction on stakeholders.	No responses	No responses	No responses
8. Personal research: The relationship between one's critical reading approach and	No responses	No responses	No responses

Architecture of the “job”
And key concepts of literacy

2. What experiences need to be provided for the job to be done?

- What experiences will result in a need for **critical reading**? (Why would the students feel the need to read?)
- What experiences will result in **learning**? (Why would learning happen?)
- What experiences will result in **learning to read**? (Why would learning to read happen?)

1. What does the job of teaching critical reading involve?:

- What is **critical reading**?
- What is **learning**?
- What is **learning to read**?

3. What needs to be done for those experiences to be provided so that the job of teaching critical reading can be done?

- What needs to be done to facilitate a **critical reading** experience? (How would the reading activity happen?)
- What needs to be done to facilitate a **learning** experience? (How would learning happen?)
- What needs to be done to facilitate a **learning to read** experience? (How would learning to read happen?)

Architecture of the “job”

What data was present?

	What does the job of teaching critical reading involve?	What experiences need to be provided for the job to be done?	What needs to be done for those experiences to be provided so that the job of teaching critical reading can be done?
Literacy	✓		✓
Learning			✓
Learning to read			✓

What does the job of teaching critical reading involve?:

Indonesian responses:

- **What is critical reading?**

Critical reading involves “not only understanding the message of the text but also **analysing the text (agreeing/disagreeing, comparing, questioning, etc.)** (R2).

Critical reading involves “**synthesising of information and understanding the intention** of the writer” (R3).

Critical reading involves “**covering the skills needed to establish meaning, appreciate values**, find viewpoints, contrast perspectives, identify biases and generate new solutions to an issue” (R6).

Critical reading involves “**gaining new knowledge stated in the text ..** by identifying prominent ideas and making connections with prior knowledge” (R7).

Critical reading involves **understanding of the information** that is being read, and “**generating a response** that is based on information analysis, predicting the implications ..” (R8).

Critical reading involves “**evaluating the strengths** and the implications of the text that is being read” (R9).

Critical reading is the capacity to **read between the lines, to read the unwritten words embedded in a text**, to seek the clarity and trustworthiness of delivered information, and to distinguish which text is trustable and which one is not.

- **What is learning?**
- **What is learning to read?**

What experiences need to be provided for the job to be done?

Indonesian responses:

- **What experiences will result in a critical reading activity?**

Why would the students feel the need to read?

- **What experiences will result in learning?**

Why would learning happen?

- **What experiences will result in learning to read critically?**

Why would learning to read happen?

3. What needs to be done for those experiences to be provided so that the job of teaching critical reading can be done?

Indonesian responses:

- **What needs to be done to facilitate a literacy experience?** (How would the reading activity happen?)

“The **teacher provides a topic**; the students may look for relevant texts by themselves. Then, the teacher provides several leading questions which should be answered by the students based on the texts they found” (R2).

- **What needs to be done to facilitate a learning experience?** (How learning would happen?)

Students should be informed

- **What needs to be done to facilitate a learning to read experience?** (How learning to read will happen?)

Cooperative learning strategies such as jigsaw and roundtable (R1).

Enabling students to activate their background knowledge relevant to the text we were to read, and to attract students' attention, by using the iceberg approach (R1).

Engaging the reader in searching for information using both on- and offline sources to find new insights (R1).

Providing discussion time before and/or in the process of reading the text (R2).

Using recent methods such as GIST: Generating Interactions Schemata and Text (R3).

Discussing the text based on the teacher's leading questions (R2)

Student-centred approach (R6)

A dynamic class that is oriented to fulfilling student thirst of knowledge (R6)

Conversing on current issues relevant to students' needs (R6)

----The respondents mention for synthesizing information and understanding write's purposes.

In summary, critical reading in Indonesia



What is critical reading? A response to a challenge, issued by a teacher on an issue that is useful to students' lives, based on information analysis and materials and topics suggested by the teacher or those that are interesting to students and that link to students' lives as much as possible.

A yellow square icon featuring a white silhouette of a human head in profile. Inside the head is a white lightbulb with rays emanating from it. Below the head, the word "EXPERIENCE" is written in white capital letters.

What experiences will result in a need for critical reading? (Why would the students feel the need to read?) – Motivation is a big issue reported by the study participants and in the literature in Indonesia



What needs to be done to facilitate a critical reading experience? (How would the reading activity happen?)

- “The teacher provides a topic; the students may look for relevant texts by themselves. Then, the teacher provides several leading questions which should be answered by the students based on the texts they found”.

- The teacher provides reading materials and topics in classroom that link to students' lives as much as possible. They should be interesting to students, and appropriate to the students' language proficiency
- The classroom is divided into pre-, while-, and post- activities.
- “An exploration of students' background knowledge of a text is carried out before they do reading. I usually show them pictures or videos related to the topic of the text, sometimes I also use mind map, particularly when I have a problem with the electricity or the projector.

How is literacy taught?

Research on reading

- The critique – from sociologists - that such models emphasised a new possessive individualism at the expense of an analysis of socioeconomic power (e.g., Baker & Luke, 1991; Freebody & Welch, 1992);
- The critique – from poststructuralists and feminists - that the emphasis on the ‘personal’ and ‘voice’ was undertaken at the expense of an understanding how discourses construct multiple and gendered forms of social identity (e.g., Gilbert, 1989; Green, 1993; Lee, 1996);
- The critique – from systemic functional linguists – that a focus on “immersion”, personal growth and literary narrative failed to provide the most disadvantaged students with explicit knowledges of how particular genres of intellectual and political power work, and how to strategically construct them (e.g., Christie, 1990; Cope & Kalantzis, 1995; Halliday & Martin, 1996).
- The critique – from cultural and media studies – that there was a systematic neglect of visual texts, texts of new information technologies and media and, most recently texts of new workplaces (e.g., Kress & Van Leeuwen, 1997; New London Group, 1997).

How?

Teacher identifies the task:

“As a tutorial group, go through the following textbook extracts and”

Discussion as a means of learning

“discuss the particular discourses and ideologies that are at work.”

Lead questions for discussion

“Here are some key questions to briefly ask of each: • Which/Whose version of events and the world is foregrounded? • Which other versions are excluded? Whose interests are served by this representation? • How (lexically, syntactically, etc.) does the text construct ‘reality’? • How does the text try to position you in relation to its messages?”

Luke, 2000, p. 12

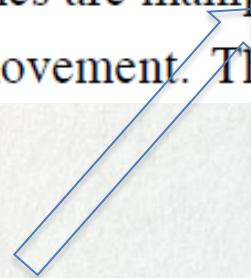
Evident is the **absence of the connection** between students' understanding of their own literacy needs and the arbitrarily constructed activities.

Who OWNS the situation?



The lessons applied the multiliteracies pedagogy involving **situated** practice, overt instruction, critical framing, and transformed practice (New London Group, 1996).

The aim was to enable learners to collaboratively **design a Claymation movie** - an animation process in which static clay figurines are manipulated and digitally filmed to produce a sequence of images of lifelike movement. The process occurs by shooting a single



WHY? What's the objective? To create a movie? How are students' subjective judgments taken into account in this task?

“Something has a meaning when it has motivational significance”

Claymation Movie-Making	Design	Time
View Claymation Movies Teacher displays movies from other students and discusses the strengths and weaknesses.	Visual/Audio/ Gestural/ Spatial	1 hr
Critiquing Claymation Movies Teacher guides students to analyse critically and functionally the Claymation movie "Chicken Run"	Visual/Audio/ Gestural/ Spatial	1 hr
Storyboard Discuss plan for movie plot, scenes, characters. Allocate roles. Record ideas using picture frames and labels. List materials required. Movie title.	Linguistic/ Audio/Visual	2 _ hrs per group
Set Design Plan & create 3D dioramas with backdrop, stage, & props using real objects & mixed media	Visual, Spatial	4 hrs
Character Design Create 3D characters by sculpting plasticine on wooden figures or by using mixed media	Visual, Spatial, Gestural	2 hrs
Rehearsing Rehearse movements, photo schedule & set up filming area, match set proportions to camera angles.	Gestural, Spatial, Visual	1 _ hrs
Filming Take 60-200 digital photos of the set/s using a tripod while moving the characters and objects gradually. Control lighting, change expressions and gestures of characters. Close ups & long shots.	Visual, Spatial, Digital Gestural	2-4 hrs
Sound Rehearse script, select music files, record sound digitally using computer and microphone.	Linguistic/ Audio/ Digital	2 hrs
Digital Editing Special effects, subtitles, title pages, movie credits, backgrounds, combine images & sound.	Digital/ Spatial Visual' Linguistic	_ h r per

In summary, critical reading in Australia and elsewhere



What is critical reading? Critique of texts

Utilising information through questioning and critique of texts and their affiliated social formations, ideologies and value-centred purposes (Kalantzis & Cope, 2000)



What experiences will result in a need for critical reading? (Why would the students feel the need to read?) – ??



What needs to be done to facilitate a critical reading experience? (How would the reading activity happen?)

Students **are guided to analyse designs** critically in relation to **whose interests are served** by the meanings (ideology), and by considering the audience to whom the meanings are directed. The teacher prompted students to analyse critically the cultural location of designs and practices in relation to the workings of **power, ideology** and **values** (Kalantzis & Cope, 2005).

Students were asked to identify the intended audience and **challenge the bias** associated with the sponsoring organisation. --- What biases is the model of Kalantzis & Cope sponsoring? This is never addressed. The model offers questions that have “the effect of an intellectual conversion or revelation, opening your eyes to a new truth hidden from those not yet initiated” (Popper)

Reading activity: “shared evaluation pedagogy”

ADAM: A miller and his son set off to market to sell their donkey, leading the beast behind them. [Hearing the word beast, Adam hypothesized:] The donkey may be very mean, so they don't want to ride him.

[Teacher did not react]

THOMAS: Beast can mean a lot of things. It can mean, like what Adam is thinking, big and mean and stuff, but beast can also just mean that he's big. . .

ADAM: I know, but they're selling him: “Leading the beast behind them.”

THOMAS: Yeah, maybe they need the money.

[Some time passes, students continue reading and return to the same subject of discussion]

THOMAS: If it was a beast, like it was very strong, it would have been able to carry both of them no problem! But he [the merchant] just said, “You could carry him more easily than he can carry you.”

MAX: OK.

THOMAS: So if he was bigger and had more muscle, he would be able to carry them no problem.

ADAM: But why are they selling him?

ALFREDO: They're probably selling him because he's skinny.

ADAM: He's weak

Purpose of reading that specific text? (**teacher**)

What was Adam to understand? (**teacher prevented expansion**)

Is this activity truly removing the authority of the teacher? – **All aspects of a student's learning are controlled by the teacher.**

Evident is the **absence of the connection** between students' understanding of their own literacy needs and the arbitrarily constructed activities.

Authors' own analysis

What experiences need to be provided for the job to be done?

Expected responses: (Experiences such as **tension, challenge, curiosity, need for clarification**)

- **What experience will result in a (critical) literacy activity?**

Conflict that emerges from one's participation in the life of the **community** and is informed by the intention to augment the meaningfulness of this participation. These experiences can be a feeling of tension, challenge, curiosity, or a need for clarification.

- **What experiences will result in learning?**

Access to tools and activities enabling students to experience challenges that can trigger **exploratory and evaluative behaviour** in the right brain hemisphere (Ramachandran, 1996; Peterson, 2017).

- **What experiences will result in learning to read?**

Access to tools and activities enabling students to experience (and resolve) **tensions in the subjective judgments** that form their value categories in terms of which they interpret their actions or those of others, i.e. why they do what. These are categories of experience that have motivational significance and that inform people how to be or act in the world (Peterson, J., 1999). The result is a need for expansion of these categories. Reading can be one source of information facilitating this process of exploration and re-organisation.



Implications for research

1. Supporting students in responding effectively to **the demands that they experience** in the contexts that affect them.
2. Enabling students to experience challenges able to trigger exploratory behaviour in the **right brain hemisphere**
3. Inventing activities and tools that **help students question, and in the process expand, the meaning of what they do** and why. They become their own site of research and practice



Thank you