

Roaming Students' Role as Text Analysts: An Analysis of Indonesian Tertiary EFL Students' Review Paper

Endang Setyaningsih*

Department of English Education, Sebelas Maret University, Surakarta, Indonesia

Corresponding author: Endang Setyaningsih, E-mail: endang_setyaningsih@staff.uns.ac.id

ARTICLE INFO

Article history

Received: October 12, 2019

Accepted: January 20, 2020

Published: January 31, 2020

Volume: 8 Issue: 1

Conflicts of interest: None

Funding: None

ABSTRACT

Current trend in education has acknowledged the urgency to move students from the role of traditional receiver and echoer of information to the role of critical listener, speaker, reader, and writer. In so doing, the students need to embrace the role of text analysts who continuously question texts that they encounter. This study looked for indices of students' engagement in text analyst role. The data for the analysis were collected from 25 EFL university students' reviews which were randomly selected. Using the guidepost developed from Luke and Freebody's (1999) Four Resources Framework, the study highlighted points of information and/or questions or issues addressed in the students' writing which indicated students' role as text analysts. The study revealed that 40 percent of the students failed to practice the text analyst role. Meanwhile, those who addressed the role showcased five major patterns of indices: (1) questioned the trustworthiness of text, (2) recognized bias, (3) uncovered hidden intention/agenda, (4) identified harmed/benefitted party, and (5) provided alternate point of view/way of saying and/or personal standing. This study concludes that the students will be able to engage in text analyst role under two conditions (1) they are not struggling with the basic comprehension and (2) they have reached a state of habituation of mind in terms of questioning text. It is therefore recommended that the students be given sufficient time for familiarization and have continuous practices to make a critical approach to texts.

Key words: Critical Literacy, Four Resources Framework, EFL, Speech Review, Text Analyst

INTRODUCTION

The current trend in literacy teaching has acknowledged the urgent call to shift the roles of the students. Traditionally, when it comes to texts, the students' task was to comprehend them to the extent of knowing what the author wrote. They were not trained to dig further into the underlying motive nor question the hidden agenda of the texts. Consequently, the students' produced text tended to echo what the author said. As this cycle is going on, in a larger sociopolitical context, the education system is at the same time functions to preserve hegemony and the status quo.

More recently, as more and more dissatisfaction toward the old practice of education surfaces, policymakers as well as practitioners began to look at a more critical paradigm. A growing number of institutions and teachers started to train students to read texts critically and eventually produce one that does not only resound the previous texts but also voice questions toward the texts. A prominent framework that encourages and captures this shift is the Four Resources Framework (earlier Four Reader Roles) which was initially proposed by Luke and Freebody (1990). Within this framework, the students' role in literacy covers code breaker, text

participant, text user, and text analyst. As the name suggests, the students' responsibility covers the traditional task of breaking the graphic symbolic code of text, gaining basic comprehension of the text, the productive task of using the text, and the critical task of analyzing the text i.e. questioning, e.g. its motive, agenda, bias, and silenced voice.

Critical literacy continues to gain wider attention in the context of EFL. In the Asian context, particularly in the EFL setting, an increasing number of studies have reported the implementation of CL (e.g. Abednia & Izadinia, 2013; Bui, 2016; Gustine, 2013; Huh, 2016; Kuo, 2014; Park, 2011; Setyaningsih, 2019). Regardless of the positive trend, the term CL is still a matter of contestation. Shor (1999, p. 3) noted that CL is "language use that questions the social construction of the self. When we are critically literate, we examine our ongoing development, to reveal the subjective positions from which we make sense of the world and act in it". Taking a more practical perspective McDaniel (2004, p. 474), mentioned that CL "transcends conventional notions of reading and writing to incorporate critical thinking, questioning, and transformation of self or one's world." CL classroom, teachers need to reposition students as language researchers. Teachers are also required to respect students'

resistance and explore minority construction. In spite of the differences, scholars commonly agree that power is the pivotal tenet (Freire, 2005; Iyer, 2007; Janks, 2013; Lewison, Flint, & Van Sluys, 2002). As such, it implies that the classroom activity shall empower the students and help them to identify and deal with power-related issues that are represented in texts that they read.

A long-standing framework for bringing CL into classrooms is Luke and Freebody's (1990, 1999) four resources model. The model was first introduced as the four reader roles (Luke & Freebody, 1990) and later it is the 'family of practices' (Luke & Freebody, 1999). The model provides a balanced approach between the conventional literacy practices of code-breaker, meaning maker, and text user and the critical practice of code analyst. This kind of balance in CL program has been reported as beneficial for EFL students (e.g. Huang, 2011; Huh, 2016; Ko, 2013; Lau, 2012, 2013).

Luke and Freebody (1990) noted that the four roles or resources are non-developmental and non-taxonomic (Table 1). Underwood et al. (2007) added that the roles/resources play a central role in different situations. They argued that a competent reader is aware that on different occasion, different roles or resources occupy the central stage. This means, when the cipher or code is not familiar or difficult to crack, code-breaker role plays the major role. While being tagged as non-developmental, earlier studies showed that students' need the traditional skills of reading before moving toward the critical pole of literacy (Kuo, 2014). Likewise, Setyaningsih (2008) found that students need a certain degree of comprehension before being able to practice text analyst role.

While the Four Resources Framework (FRF) emphasizes the four roles, earlier studies on the implementation of the framework commonly focuses on the text analyst role as a strong indication of positive results (Bui, 2016; Kuo, 2014). This can be explained by referring to the traditional practice of reading class that commonly weighed attainment of basic comprehension of text as a result of cognition while the more recent trend in the teaching of reading goes beyond basic understanding of texts. The FRF as a framework does not

prescribe a new method to teach literacy but it serves as a means for teachers to reflect whether their teaching already addresses the four repertoire of literacy practices (Honan, 2003). When the teaching were still focusing on comprehension only, it is assumed that the teaching has not met the 'ideal' practice based on today's demand. For this reason, an examination of critical literacy often leans on the indices of text analyst practices.

This study presents how the students' role as text analyst is represented in their speech review. Using the four resources guidepost, the students' writings were examined to identify the pattern of engagement in the text analyst role. In particular, it seeks to answer (1) how the students addressed the text analyst role and (2) what indices of the role were notable in the students' writings.

METHODOLOGY

The research design is a content analysis. Twenty five undergraduate students' essays (review) were analyzed against a pre-developed guidepost/rubric based on the work from Luke and Freebody (1999), the Four Resources Framework. This study mainly examined the pattern or indices of text analyst practice. The essays were selected using simple random sampling from two Critical Literacy (CL) classes of an English Education Department of a university in Indonesia. The writings were review of Michele Obama's speech when she was campaigning for Hillary Clinton who was running for the US presidency in 2016. Prior to the review writing, the students were introduced to several key concepts in CL including the author's purpose, bias, and multiple perspectives. Class and group discussions on the concepts were also conducted using different texts. The activities were conducted in 16 sessions within one semester.

The data analysis began by formulating categories that were adapted from the FRF. The categories are (1) questioning the trustworthiness of text, (2) recognizing bias, (3) uncovering hidden intention/agenda, (4) identified harmed/benefitted party, and (5) providing an alternate point of view/way of saying and/or personal standing. The five categories

Table 1. The four resources framework (FRF)

Roles	Description
Code-breaker	The reader breaks or understands the symbolic graphic conventions which make up the code. The reader identifies and uses key and basic features and architecture which include the alphabet, sounds in words, spelling and structural convention and patterns.
Text participant	The reader participates in understanding the interior meanings either literal or figurative and how the text corresponds to the reader's background knowledge and experiences. It commonly involves the reader building text to self, text to text, and text to world relation.
Text user	The reader uses text functionally. It requires the reader to identify texts' social function (which is sensitive to culture) and how the functions shape the text structure, tone, degree of formality. This also refers to the reader to use the text in different social situations (to achieve social purposes) and to participate in events in which the text plays a part.
Text analyst	The reader analyzes and transforms texts in novel / hybrid ways based on their understanding and acknowledgment that no text is value-free. It concerns with knowing how the text attempts to position the reader. It attempts to reveal bias, hidden agenda, missing viewpoints, who are silenced and who are benefitted by the text. Practicing this role, readers are commonly able to take standing either endorsing or rejecting the point decoded in the text and take action based on well-founded reasoning

were used as a guidepost in analyzing the students' review papers. Each time sentences or phrases in the documents matched the pertinent category, they were highlighted and coded. After all documents were read and analyzed, tabulation of data was made to make them more manageable. To maintain the confidentiality of the participants' identity, all the names in the data excerpts are pseudonyms.

A reading lecturer in an English Department served as an inter-rater. After having conferred on the categories, she read the documents independently of the researcher and marked the section of the document pertinent to the categories. The interrater reliability was measured using Kappa coefficient. Microsoft excel calculation on the presence of absence of markers between two raters in the set of data excerpts resulted kappa = 0.91. Based on Landis and Koch (1977), the result is interpreted as almost perfect agreement.

FINDING AND DISCUSSION

Non Performing Text Analyst

The analysis of the students' review indicated that nearly half of the students did not perform the TA role. Regardless the process of TA introduction and discussion that the students had during the course that they took, 10 reviews did not showcase indices of engagement in the targeted role. Instead, the reviews indicated strong evidence of students' role as code-breaker and text participant. The students' works mainly retold the speech delivered by Michele Obama and provided additional information on the background of Michele and Barrack Obama and Hillary Clinton as well as related issue that were mentioned in the text.

In spite of the attainment of comprehension of the speech, the reviews did not denote attempt to question the speech. All claims and statements made in the text were retold as it without any indices of attempt to question its trustworthiness and identification of bias. To note, the data names in the data samples throughout this article are pseudonyms.

Sample 1

Michelle Obama's speech, she clearly declared that she support Hillary as the president of the U.S. because Hillary has good qualifications. She has a lot of project helping children globally as she works as a lawyer at the beginning of her career. She also has good understanding of politics and laws. She understands what the duty of a president and has a strength to preserve. She is also free from racist issue which is noted as an important point since racism is now being a crucial and sensitive issue. (*Ratna*).

In the second sample, the students indicated attempt to build text to text relationships which characterizes text participant role. Arguably, the attempt can be viewed as a latent data on students' effort to practice text analyst. The data manifest, however did not show explicit practice of text analyst.

Sample 2:

Another case which stated by Michelle Obama is Orlando nightclub shooting. CNN stated that an American-born man who'd pledged allegiance to ISIS gunned down 49

people early Sunday at a gay nightclub in Orlando, the deadliest mass shooting in the United States and the nation's worst terror attack since 9/11, authorities said. After the worst mass shooting in history, there was an immediate and urgent call for blood donors to help the hospitals working with the massive influx of injured. (*Adi*)

The data in this category showcase students' practice as text participant. Their comprehension was enhanced by building text to text relationships. Schema theory is offered to explain this finding. Based on the schema theory, the process of interpretation is led by the principle that every input is mapped against some existing schema and that all aspects of that schema should be compatible with the input information. This principle underlies the concepts of information processing mode i.e. bottom-up (data driven) and top-down processing (conceptual driven). According to the schema theory, formal and content schemata are required to comprehend text. Formal scheme refers to previously learned knowledge on text structures while content scheme refers to previously learned knowledge on a certain field or topic of a text.

In this case, the students indicated lack of a content scheme which might be rooted in topic unfamiliarity. The familiarity to topic or discipline is considered central in gaining comprehension (Alderson & Urquhart 1983; An, 2013; Johnson, 1982). However, some incidents and names mentioned by Michele during the speech were not familiar and they leave blank spots in the students' comprehension. As Carrel and Eisterhold (1983) noted, efforts of second language readers to provide schemata to make sense of texts, "will fail if the reader cannot access the appropriate existing schemata, or if the reader does not possess the appropriate schemata necessary to understand a text" (p.562). Relating the text to other text helps students to build the required schema to fill up the blank spots and achieve a fuller understanding of what is being talked about in the speech.

All in all, the finding shows that some students still sit in the conventional literacy. Based on Kuo (2014), this traditional skill and strategy in reading is an important base for building critical stance toward the text. It implied that given more time and guide, it is highly likely that the students would be able to perform TA. It also resounds the study from Macnish (2011) who concluded that ample time is required for students to think and reflect before expecting students to practice critical literacy and make transformation upon the world.

Performing Text Analyst

As many as 15 reviews showcased indices of TA roles. The students were generally able to highlight the language used by Michele in her speech and this identification brings them closer to recognizing the effect of the language toward the delivery of the message.

Questioned the trustworthiness of text

The students review indicated attempts to question the trustworthiness of the information presented in the speech. As

shown in Sample 3 and 4, students researched into the claims that Michele made in her speech to see if the points were true.

Sample 3

Michelle is trying to persuade the audience by mentioning the positive sides of Hillary Clinton. However, Hillary also has some scandals. One of the scandals is about the Clinton Foundation. ...Clinton and her top officials continued to have a cozy relationship with the foundation throughout her tenure at State, and evidence strongly suggest that Clinton was granting access and favors to major Clinton Foundation donors. In addition, the Clinton Foundation accepted millions of donations from foreign governments.... (*Jaring*)

Sample 4

The most interesting part of Obama's speech was when she kept saying that Clinton is a candidate who is suitable for children and woman in The USA ... But, in fact, when we analyze the involvement of Clinton in the world of children, we will find that, actually, according to Clinton Foundation, Clinton family is more focus for creating economic opportunity.... There is a scandal in the foundation itself too. (*Vika*)

Those points provided Michelle's opinion about Hillary which everyone did not know whether it was true or not. So for me, it will be better if she mentioned the supporting facts that can strengthen her opinions about Hillary Clinton. (*Maya*)

Recognized bias

The attempts to recognize bias are showcased in sample 5-8 in which the students acknowledged how Michele weighed the positive side of Hillary and not tempted to provide a balance picture of the candidates.

Sample 5:

... She uses description of sexual harassments that may occur in daily basis and relates it to Donald Trump's way of talking in the footage. The respond of the Trump campaign is that the conversation took place many years ago and Bill Clinton has said worse things than he did. What came out of this back and forth accusation is that both supporters and candidates always point at each other's mistakes while they hide their own flaws. (*Aida*)

Sample 6

....The speech brings good values of Hillary Clinton and almost none of her flaws. On the other hand, Michelle Obama responds to what Donald Trump has done and she responses badly in her speech. She even did mock Donald Trump's slogan. That is why I think the speech is only suitable for audience from Hillary Clinton's side only. (*Vika*)

Sample 7

All the things that she says are enhance by her way of speaking. But, in the same time, it will also make her perceived by some people to be as the same as other politicians who only speak what their supporters want to hear. It is because she only gives to the audience the good side of Hillary Clinton. (*Tegar*)

Sample 8

...Michele gives the evidence that convinces the audience to vote Hillary in her speech. As a result, imbalance evidence is given in the speech. That only shows the positive claims without considering the negative one. Biases are unavoidable due to two reasons: the aim and the audience. (*Lala*)

Uncovered hidden intention/agenda

While the analysis is, perhaps to certain degree, debatable, sample 9 and 10 revealed a strong will of the student to dig into the covert agenda of Michele Obama.

Sample 9

Moreover, based on my analysis, Michelle Obama's long-term intention or her hidden agenda is she wants to nominate herself to be a president of the United States in 2020 because we know that she often deliver a speech in a very good way to the public, and that makes her be liked by a lot of people. It can be one of the ways to get support from a mass. Just like Hillary Clinton who run for a president some years after her husband's term as a president has finished. (*Amin*).

Sample 10

Besides, there is a possibility of her to compete with Hillary Clinton because Hillary ever becomes a political opponent to her husband before they become a relation. Another evidence that I bring to strengthen my opinion comes from The Tylt... This push back into the public eye has some wondering if the former First Lady may be considering a 2020 presidential run. (*Hayi*).

Identified harmed/benefitted party

The following Sample 11 and 12 showcase how the students identified the concept of 'who champion'. In their review the students identified how the speech harmed Donald Trump as the rival of Hillary. While Michele was not being frontal in demeaning Trump, the remarks she made had an obvious reference and the students seemed to catch the message.

Sample 11

In one of her other speeches, Michelle responds to Donald Trump's commentary. She once again deliver her speech in an emotional way that will draw people to her speech and story to feel the same as her. She uses description of sexual harassments that may occur in daily basis and relates it to Donald Trump's way of talking in the footage. The respond of the Trump campaign is that the conversation took place many years ago and Bill Clinton has said worse things than he did. What came out of this back and forth accusation is that both supporters and candidates always point at each other's mistakes while they hide their own flaws. (*Kana*).

Sample 12

Moreover, she occasionally belittle the opposition candidate, Donald Trump, to gain advantage and more support and also possibly to make Donald Trump looks bad for her supporters. Although it is possible for that kind of way to be effective in strengthening supports

from the people who believe in them, I think it will not likely to be as effective if the same speech is directed to Donald's Trump supporters in attempt to make them change their mind. (*Arjun*).

Provided alternate point of view/way of saying and/or personal standing

This indicator of text analyst role is the least addressed. In the following excerpt, nonetheless, an explicit statement of student's standing toward the speech is made. This at once serves as a concluding effect of the speech that the student thinks as ineffective.

Sample 13

I think the speech also ironically hurts Hillary Clinton herself in the eye of Trump's supporters and also people who haven't chosen side yet. The speech by Michelle Obama praises Hillary as if she is the perfect figure that she is not. Of course many if not all of Hillary's supporters agree with anything that Michele says in her speech. But, they are already going to vote Hillary anyway. So, in my opinion, Michelle's speech is not an effective way to gain more votes in the future and she, Hillary Clinton, needed numerous votes on her to be the next president. Instead, her speech will only strengthen the current supports that Hillary already had. (*Jaring*).

The findings correspond to the patterns of TA practices found in Leland and Bruzas (2014). In their study, the students showcased their ability to unpack purpose and perspective through critical dialogues built between the teacher and the students. The questions that the students raised to the teacher indicated their awareness on the silenced party and they made comments which indicate a careful submission to texts. Leland, Lewison, and Harste (2013, p.81) described the practice of text analyst "not only gain personal and social meanings from texts but also examine how the text is trying to position them". Leland and Bruzas (2014, p. 23) added that to achieve this goal, students need to answer a number of questions about "whose views are being represented, whose voices are not included, and what the author wants them to believe after reading a specific text." Taking a different form of the interaction, i.e. spoken vs written, the students in this study showcased similar indices of text analyst practice. They checked and re-checked information presented in the speech and goes beyond relating text to other text for comprehension. The students also paid close attention to the weighs of arguments and continued to question the underlying motive and intention.

CONCLUSION AND RECOMMENDATION

The study concluded that the 15 out of 25 or 60 percent of the students were capable to showcase text analyst role which are observable in their attempt to check the trustworthiness of information, recognize bias, uncover hidden agenda, identify who is harmed, and provide alternate view and standing. This means that majority of the students had moved from 'agreeing to 'questioning' text which characterizes the critical literacy practice. Nevertheless, 10 students which make

up 40 percent of the class still sit at the code-breaking and text participant roles within the four resources framework (FRF). These roles characterize conventional reading and listening activity in which the students commonly resound or reproduces the idea of the author or speaker with no or minimum effort to question what is being written or said.

The students involved in this study had the same 16 sessions of explicit instruction (and practices) on the concepts that lead to critical approach to text. Regardless of the knowledge on CL, not all students were able to practice text analyst role. The students who failed to perform the role can be categorized into two: those who focused on gaining basic understanding of the text and those who seemed to be relatively at ease in understanding the text but prone to forgetting the concepts of CL. During the instructions, prompts were available either from the instructor or peers. These prompts were removed at the review writing assignment. It seemed that the students had different pace in terms of getting habituated to CL. For some students the concepts were prone to forgetting i.e. they ceased being critical without the prompts.

Corroborating previous study, this study concludes that the students will be able to engage in text analyst role under two conditions (1) they are not struggling with the basic comprehension and (2) they have reached a state of habituation of mind in terms of questioning text. It is therefore recommended that the students be given sufficient time for familiarization and have continuous practices to make a critical approach to texts. The result of this study is an incentive for the teachers or instructors who are used to see the passivity and conformity of the students. Nevertheless, it also implies the need for elaborate planning to equip the students with the tool to question texts.

REFERENCES

- Abednia, A. & Izadinia, M. (2013). Critical Pedagogy in ELT Classroom: Exploring Contributions of Critical Literacy to Learners' Critical Consciousness. *Language Awareness*, 22(4), 338–52. doi:10.1080/09658416.2012.733400
- Alderson, J. C. & Urquhart, A. (1983). This test is unfair: I'm not an economist. Paper presented at the 17th Annual TESOL Convention, Toronto, Canada.
- An, S. (2013). Schema theory in reading. *Theory and Practice in Language Studies*, 3(1), 130-134.
- Bui, T. (2016). Critical literacy in an EFL classroom in Vietnam : Agentive empowerment, ideological and language transformations. *The Journal of AsiaTEFL*, 13(4), 247–61. doi:10.18823/asiatefl.2016.13.4.1.247
- Carrel, P.L. & Eisterhold, J.C. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, 17(4).
- Freire, P. (2005). *Pedagogy of the oppressed: 30th anniversary edition*. New York: Continuum.
- Gustine, G. G. (2014). *Critical Literacy in an Indonesian EFL Setting: Sustaining Professional Learning* (PhD dissertation). <http://dro.deakin.edu.au/eserv/DU:30067332/gustine-critical-2014.pdf>.
- Honan, E. (2003). *Teachers as reserachers: Using the four resources model as a map of practices*. *Teachers as*

- leaders: Teacher education for a global profession: ICET 2003 International Yearbook on Teacher Education, 48th world assembly, pp.1-11, ICET, Melbourne
- Huang, S.Y. (2011). Reading 'further and beyond the text': Student perspectives of critical literacy in EFL reading and writing. *Journal of Adolescent & Adult Literacy*, 55(2), 145–54. doi:10.1002/JAAL.00017
- Huh, S. (2016). Instructional model of critical literacy in an EFL context: Balancing conventional and critical literacy. *Critical Inquiry in Language Studies*, 13(3), 210–35. doi:10.1080/15427587.2016.1154445
- Iyer, R. (2007). Negotiating critical, postcritical literacy: The problematic of text analysis. *Literacy*, 41(3), 161-168.
- Janks, H. (2013). Critical literacy in teaching and research. *Education Inquiry*, 4(2), 225–242.
- Johnson, P. (1982). Effects on reading comprehension of building background knowledge. *TESOL Quarterly*, 16(4), 503-516.
- Ko, M.Y. (2013). A case study of an EFL teacher's critical literacy teaching in a reading class in Taiwan." *Language Teaching Research*, 17(1), 91–108.
- Kuo, J.M. (2014). Critical literacy in the EFL classroom: Evolving multiple perspective through learning tasks. *The Journal of ASIA TEFL*, 11(4), 109-138.
- Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 33, 159-174.
- Lau, S. M. (2013). A study of critical literacy work with beginning English language learners: An integrated approach. *Critical Inquiry in Language Studies*, 10(1), 1–30. doi:10.1080/15427587.2013.753841
- Lau, S. M. (2012). Reconceptualizing critical literacy teaching in ESL classrooms. *The Reading Teacher*, 65(5), 325–29. doi:10.1002/TRTR.01050.
- Leland, C. & Bruzas, S. (2014). Becoming text analysts: Unpacking purpose and perspective. *Language Arts*, 92(1), 23-35
- Leland, C., Lewison, M., & Harste, J. (2017). *Teaching children's literature: It's critical! (2nd ed.)*. New York: Routledge. doi: 10.4324/9781315269627.
- Lewison, M., Flint, A.S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79(5), 382-392.
- Luke, A. & Freebody, P. (1990). Literacies' programs: Debates and demands in cultural context. *Prospect*, 5(3), 7-16.
- Luke, A. & Freebody, P. (1999). Further notes on the four resources model. *Reading Online*. ISSN 1096-1232. Available at www.readingonline.org. Retrieved on March 8, 2015 from http://www.readingonline.org/past/past_index.asp?HREF=/research/lukefreebody.html
- Macknish, C. J. (2011). Understanding critical reading in an ESL class in Singapore. *TESOL Journal*, 2(4) 444–72. doi:10.5054/tj.2011.269747
- McDaniel, C. (2004). A questioning stance and the possibility for change. *The Reading Teacher*, 57(5), 472-481.
- Park, Y. (2011). Using news articles to build a critical literacy classroom in an EFL setting. *TESOL Journal*, 2(1), 24–51. doi:10.5054/tj.2011.244134
- Setyaningsih, E. (2019). Bringing critical literacy into tertiary EFL reading class. *Indonesian Journal of Applied Linguistics*, 9, 297-307. doi: 10.17509/ijal.v9i2.20220
- Shor, I. (1999). What is Critical Literacy? *Journal of Pedagogy, Pluralism, and Practice*, 1(4) Article 2. Retrieved from <https://digitalcommons.lesley.edu/jppp/vol1/iss4/2/>.