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**A PROPOSED INSTRUCTIONAL STRATEGY ON
CRITICAL LITERACY IN READING ENGLISH LITERARY TEXTS**

A thesis submitted to the Faculty of the College of Graduate Studies and Teacher
Education Research of the Philippine Normal University

In Partial Fulfillment of the Requirements for the Degree of Master of Arts in Education
with Specialization in English Language Teaching

BENEDICT CERENO TOTANES

April 2019

DEDICATION

I dedicate this research endeavor of mine to the

following ...

...to my Lord Jesus Christ, my Saviour and my everything...

God, the Father and Holy Spirit

...to my dearest Sister, Ate Nestea Anne

...my father and mother, Papa Dodong and Mama Doreth

...my siblings, Kuya Ian, Ate Glad, Kuya Kong, Ate Joyce

...my former, present, and future studes

Cereno and Totanes relatives...

Balahura friends, Tropang Pateros.. beshy

...my bosses... TRIO siblings, d' Bagets

SPCM family, LICS family and TSHS family

...Dgroup Upline and Downline in CCF

...Exalt Choir, Tuesday Wake Team

...my esteemed professors and mentors

...my true friends

...TO ALL MY BELOVED

...Pen Retant

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-Pen Retant-

a.k.a. Ser Tots

Benedict Cereno Totanes

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ABSTRACT

Name:	Benedict Cereno Totanes
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Degree:	Master of Arts in Education
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The K-12 Curriculum in the Philippines, particularly in the area of English Language Teaching, adheres to the pedagogical application of critical literacy. Some of the core competencies require an inclination of critical dimensions. Several studies reveal that critical literacy has been studied extensively since 1980s in L1 communities; however, less of its class application has been manifested in L2 communities. In line with this, the present study proposes an instructional strategy on critical literacy in reading English literary texts. It presents an integrated concept of different models towards creating a design fit for L2 learners. It resolves to provide teachers a baseline tool to

develop their own critical pedagogy and techniques. Lesson exemplars were executed and piloted with Grade 12 students. Based on the findings drawn from the observations and series of validation, a newly framed teaching framework has been formed. The strategy is coined as ‘Critical Scaffolding Method’ and divided into four phases: (1) Tapping the Learners’ End, (2) Overseeing Students’ Thinking, (3) Thinking about Thinking, and (4) Supplying Critical Task.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

1.1. Introduction

In a formal classroom setting, a lot of approaches to teaching literature and reading have been bombarding the education field. Many teaching strategies have been used to further increase the motivation and the engagement of the students in the reading process. However, it has never been addressed as to make learners “learn to love books” and employ challenges to the text they read. As Luke (2000) once mentioned, there is a tendency that books can bring knowledge into distortion and delusion.

Critical literacy provides numerous benefits: promoting alternative readings and resistance to a text among children (Ferrarelli, 2007), involving students to the politics of daily life within a life which is contemporary (Bishop, 2014), developing readers’ opportunity to examine and deal multiple perspectives (Gregory & Cahill, 2009) as included in a democratic society, and providing enjoyment and engagement to literary study among students offering them to contest and resist the texts they read (Locke & Cleary, 2011). Critical Literacy involves learners to inclusive and exclusive processing in social fields (Luke, 2000). Thus, Critical Literacy is believed to be a vital and very significant part to the balanced literacy program in institutions (Sandretto & Ledington, 2006).

This reality on the context of L1 community of learners contributes much benefit as compared to that of the L2 community. The problem on critical literacy among

students has been affecting the way they react to texts. For many decades in L1 community, critical literacy integration in lessons has been developed and garnered much educational researchers; thus, giving much opportunity for students to be active readers (Guthrie, 2004). Hence, the present study attempts to integrate critical literacy development among learners in the classroom setting, and makes its applications less filtered (Krashen, 1988) allowing the students to use their own voice in an environment or space convenient for them as manifested in the classroom venue.

Critical Literacy in ESL and EFL Communities

In the light of this critical literacy for the context of L2 community, this paper aims to produce an instructional framework on Critical Literacy in reading English literary texts. The instructional material is then proposed towards the serious integration of 21st century pedagogical approach in the Philippine setting.

Fajardo (2015) reveals that critical literacy has been studied extensively for the four decades since the 1980s in varied contexts of schooling, vocational, higher and adult education in countries such as Australia, New Zealand, the United States, Canada, and the United Kingdom. However, the application of critical literacy in countries whose native language is not English seems to have become evident only at the beginning of the 21st century. This notion gives much light on the need of critical literacy inclination to the L2 class interactions. In the Philippines, due to its conservative cultural nature, people have fewer tendencies to incline critical literacy since social issues are said to conform with normative measures and traditional ideologies.

Furthermore, Van Sluys, Lewison and Flint (2006) purported call to action in improving the process in studying about the critical literacy in the classroom and the three primary considerations to undertake for its development. They proposed to have more in-depth integration of theoretical and methodological tools in analyzing. Second, it also had been mentioned to investigate on the conflict and corroboration of the findings from various related researches. Thirdly, there is a need for more engaging dialogue with colleagues and researchers about their experiences and practices to expand the lenses of analysis.

The Role of Critical Literacy in Teaching

Bishop (2014, p.53) mentioned, “Rather than promoting any particular reading of any particular group, critical literacy seeks to interrogate the historical and contemporaneous privileging of and exclusion of groups of people and ideas from mainstream narratives.” This notion actually centers on the fact that readers should not linger on the theoretical imperialism that the text is providing. It needs questioning and consistent skepticism to further prove the reality of the text.

Critical literacy creates a boarder identity to nurture one’s economic, socio-political, and intellectual capacities. In the Journal of Curriculum Theorizing Volume 30 (2014), an important millennial advocacy to develop critical literate educational society had been emphasized: 2001 re-authorization of the Elementary and Secondary Education Act (ESEA) as the controversial No Child Left Behind Act (NCLB). In this proposal to develop a mature approach to integrating critical literacy, Janks (2000) as cited in Bishop (2014) introduced the four-point approaches towards critical literacy education : “(1) to

understand how language maintains social and political forms of domination; (2) to provide access to dominant forms of language without compromising the integrity of non-dominant forms; (3) to promote a diversity which requires attention to the way that uses of language create social identities; and (4) to bring a design perspective that emphasizes the need to use and select from a wide range of available cultural sign systems” (p. 54). Integrating all these perspective makes it easy for the learners to hand in hand develop critical literate mode of thinking.

Moreover, there is also an attempt to revolutionize and resolve the queries about the EFL and ESL learners regarding CL (Critical Literacy). Alford (2001) studied on the nexus highlighted among the NESB or Non-English Speaking Backgrounds learners, and likewise related to the learners whose Second Language is English. Five key areas have been selected for discussion to highlight where the dilemma is located. These are mainstreaming NESB/ESL learners, making time as essential, challenging the teaching genre for text construction and assumptions, learning cultures/ reading submissively, and lastly, choosing texts and inclining the background knowledge. In this study, he concluded that the critical engagement and involvement of all the learners, may it be EFL or ESL, should be taken into a big consideration as to make learning less elusive and be more artful and interesting for the students.

1.2. Literature Review

The K-12 Situation in the Philippines

Senior High students in the Philippines are told to be equipped as college-ready or work-ready after graduation. According to DepEd (Philippines), this program covers the last two years of the K-12 basic education. In this curriculum the students are taking core curriculum and specialized subjects under a track of their choice.

Based on personal observation of some teachers, the system is in the ‘trial-and-error’ process where the activities are bound to change. Perhaps, in the advent of this new pathway to Philippine basic education, a lot of challenges are being faced and sought for palpable resolution. The education sector has also been experiencing chronic underfunding during a time when a growing school-age population has increased the demand for basic education (ADB, 2016). However, this move in the education sector is still seen as a good indicator to bridge the gap for international standardization of education.

As regards the curriculum set by the Department of Education, critical literacy has a huge role in the honing process of student competencies. Like the Core Subject in K-12 Senior High School Curriculum, 21st Century Literature from the Philippines and the World, the course aims to engage students in appreciation and critical study of 21st Century Literature from the Philippines and the World encompassing their various dimensions, genres, elements, structures, contexts, and traditions. A critical study which is mentioned here has a big role in the desired outcome of the course: a close analysis and critical interpretation of literary texts. Questions on how the teachers or the curriculum in itself can produce a critical pedagogy in this field are raised. Likewise, emerging

skepticism on how the critical literacy of the students can be tapped has arisen. Additionally, there are queries on what instructional frameworks can be used to cater critical literacy and what curriculum guides and lesson formatting could best suit the Philippine context for learning and teaching literature.

This study further develops an instructional model for the enrichment of the critical literacy among Senior high school students, and provides teachers a baseline tool to develop their own critical pedagogy lesson in the classroom scenario.

The Foundation of Critical Literacy

Freire (1960) introduced the thought about teaching “readings of the world” – a notion which was further developed as Critical Literacy. This literacy proposes asking serious questions about the authority of the words in the texts or the data or information being presented in a reading material. The concept of critical literacy is not just employable in the context of reading or understanding a literary text. It encourages learners of various ages to engage more in the text. Likewise, it also aids them to construct critically through their own social and cultural inclination as related to the material being read. Not only that, it also develops the learners to monitor and facilitate their own comprehension and learning towards their independence in the reading activity or decision making. The utilization of critical literacy activities with the students could help them move ‘beyond’ that passive acceptance of the meaning in the text. Hence, developing more active reader-author relationship could be established progressively.

Critical literacy focuses on the connection between literacy and power (Lankshear & McLaren, 1993). It never talks about the notion of reading and writing skills as

universal, neutral, and general (Searle, 1993). In addition, Anderson and Irvine (1993) say that it is the conscious process of an individual to construct meaning through his or her experiences – historically or what not – with specific power relations. It has been progressed when Freire (1972) is put in context when he proposed the process of problem posing questions in the light of reading comprehension and understanding. Likewise, the root is also being developed not only tapping the socio-political dimension but a way beyond. To exemplify, Freire taught Brazilian and Chilean peasants how to read by introducing them to vocabularies that were meaningful to their daily experiences through various and series of problem-posing teaching strategies.

Mclaughlin and Devoogd (2004) then propose some important Roles of critical literacy to the educational growth of learners: (a) establishing equality in reader-author relationship, (b) understanding the function and form of writing the text, (c) realizing that there is meaning beyond the perspective of the author, and lastly (d) making active users of the informational texts as opposed to the passive interplay happening between reader and text material. Aside from the purposes being mentioned, the current thinking mechanisms on the context of reading comprehension sustain the notion that critical literacy enhances reader's understanding. Positively, it may seem to adhere that critical literacy theory enhances the reading skills of learners.

Furthermore, research supports the idea of the use of critical stance to adding up to the more developed dimension in understanding. Hence, developing more significant and meaningful classroom tasks may give students an avenue to widen up their familiarity and exposure to critical stance. It is very important to consider that critical literacy is a form of emerging literacy; and that, it can never be addressed and perfected

in one blink of an eye. It would take much time to process critically and integrate one's schema and cultural and social dimension in the texts the person read. This idea is very true even to the teachers. To become critically literate as an educator also needs an ample time. This includes developing theoretical, research, and pedagogical repertoires, changing with time and circumstance, engaging in self-critical practices, and remaining open to possibilities (Comber, 2001; Devoogd et al. 2004).

Employing critical literacy in the classroom discussion and tasks needs careful preparation to effectively execute its primary purpose. Usually it is guided through different steps in direct-instruction process: explaining, demonstrating, guiding, practicing, and reflecting (McLaughlin & Allen, 2002). This means that it merely suggests complexity of procedure to really serve the purpose it has towards reading comprehension and learning.

In developing critical literacy framework, it is also indispensable to consider: experimenting with ways to revise invitations to encourage more sociopolitical and action-oriented practices; investigating ways to understand how particular social practices are privileged and others marginalized within the larger classroom landscape; and exploring alternative ways to introduce new social practices into classroom communities (Van Sluys et al. 2006). Moreover, the employability of the new perspective for literacy education is also taken into consideration (i.e. Artifactual Critical Literacy by Pahl and Rowsell, 2011). This newly proposed framework examines and unites the use of material cultural studies alongside with the critical literacy education. Likewise, it possibly focuses on the resolution of imbalances in power and of the less frequently heard voices among learners.

Critical Literacy and Scaffolding

The present study purports to adopt a scaffolding technique in teaching critical literacy among L2 learners. Since teacher support is needed in any forms of learning experiences, it is vital to integrate the principles of scaffolding in the light of teaching critical literacy (Hassan, 2015; Vygotsky, 1978; Wood, Bruner, & Ross, 1976).

Recent studies promote the use of scaffolding in the learning experiences and development of learners. Positive feedback were then given from the use of scaffolding technique in promoting engagements and learning enjoyment among students which highlighting task value, mastery goals, belongingness, emotion regulation, expectancy of success, and autonomy (Low & Robinson, 2015). These general results are supported specifically by the findings of Anandaraj and Balamurugan (2018) that it involves changing level of support for learning. In fact, they found out that through this strategy, learners can allow them to explore and enhance their own styles of learning which can make them learn Mathematics in a more meaningful way (Redmond, 2012 as cited in Anandaraj et. al. 2018). Moreover, the use of scaffolding shows a great utility in improving the speaking ability of the EFL learners (Ginaya, Nyoman Rajin, & Putu Somawati, 2018). It has been proven that its potential to helping the students improve in their English speaking skills was shown in a significant difference from the pre-and-post test administered. The set of communicative activities designed in this study said to have supported the improvement of the learners.

In support to the integration of this strategy to enhance critical literacy among students, Bobkina and Stefanova (2016) proposed a critical literacy based approach in teaching which used a reader's response framed into four-fold model: situated practice,

overt instruction, critical framing and transformed practice. Another study also aimed to suggest a strategy to promote critical literacy experience in class. Hassan (2018) used the linear method: read, note, answer, ask, summarize, and write. In this method, modeling and scaffolding played a fundamental contribution to critically discuss a certain literary text. Given that the learners were non-native English speakers, they were trained to deconstruct the texts and closely examine the social issue being discussed. Moreover, there has been a huge scale of development in studying critical literacy in EFL classroom as well. Kuo (2014) found out that the critical-literacy-led activities enhance the students' roles as social agents. It was highlighted that critical literacy in Taiwan merited more attention as an added competence aside from the four traditional language skills.

Since critical literacy has been an added dimension in L2 English language teaching from the early 2000's, the present study gives a novel method of teaching in the Filipino context. Furthermore, scaffolding and critical literacy demand a serious integration for reading and teaching in class discussion.

21st Century Critical Pedagogy

Critical Pedagogy has also bombarded the 21st century learning and researches in the educational field. This consideration of varied perspectives on a topic has been applied in the classroom using different approaches such as reading different versions of the same topic (Ciardiello, 2004), reading a story that reveals varying points of view (Clarke & Whitney, 2009), discussing the perspectives of people with different cultural backgrounds (Iyer, 2007), or identifying the dominant and silenced voices in a text (McDaniel, 2004). In the context of this research paper, learners as active readers are to

determine the voices of the text presented based on how the evidences are presented; likewise, the students' voices are also being stipulated through problem-posing tasks.

Since the early 2000's, the employability of critical literacy and literacy in itself in research education and its impact to pedagogy have been highly manifested among nationalities. Norton (2007) mentions that the 'Archie Comics' readers and literacy learners in Pakistan and South Africa gave indispensable comments and perceptions that material resources are central to literacy development. Jones and McCaffery (2007) show in their study that it is vital to explore educational frameworks among models in LCRP (literacy, conflict resolution, and peace-building) that can give individuals ways on a wider perspective that cause tensions. In the said model, the interaction process of cognition, psychodynamic and societal factors could best provide solutions to the success of post-conflict projects. Another CL investigation is also done by Mor (2007) who studied CL as situated in the academic development among Brazilians. Mor (2007) scrutinizes the literacy of Brazilians which is further evaluated as it has grown in decades – thus, emphasizing the value of functional literacy. Two of her findings suggested that students showed greater familiarity in meaning-making and identification of the main conflict of the story. It is also manifested that the students had great ability in sensing the political conflict in stories.

Moreover, societal relations rather than economic established in university level are also being studied (Wielewicki, 2007). In the EFL environment, the importance of social relations makes up a good factor to developing meaning and very indispensable in teaching-learning process. Another Critical Approach contributes to the CL development in education. Andreotti (2007) concludes that critical literacy as an educational practice

can test the enunciation locus and language power in the progress of a child's reasoning and responsible actions.

Digital Storytelling: A Critical Literacy Strategy in Education

In an attempt to realize artifactual critical literacy to a feasible approach to teaching, the researcher proposes a 21st century New Media educational pathway – Digital Storytelling – to integrate the theory therein.

Different studies on critical literacy give much light to the significance of this underpinning to the educational field (i.e. the critical literacy as proposed by McLaughlin & Devoogd, 2004; Ohler, 2008) modified concept of literacy development using Digital Storytelling (i.e. Digital Art); Oral and Writing literacies; and the important share of Pahl and Rowsell (2011): the integration of artifact in critical literacy development. In the light of developing the material's effect to the learners' critical literacy progress, the researcher relates important concepts as to the connection of the above-mentioned theories.

The present research shows the perspectives that are necessary to the framework of the Prototype Lesson on Critical Pedagogy in English language teaching. Critical Literacy as the core theory is stipulated as one of the major concepts addressing the proposed prototype. The theory of Guthrie (2004) mainly focuses on the reading activity; however, it can also be adapted to the task being emphasized in this study. Digital Storytelling as cited in Ohler's (2006) concept of DAOW (digital, art, oral, and written) manifests a very blatant engagement done by the students. Likewise, the framework being introduced by Pahl and Rowsell (2011) in the concept of digital storytelling shows

a comprehensive and feasible matrix for performance task basis. As described by Guthrie (2004), the disengaged learners have notable differences to that of the ‘engaged’ readers/learners. In this paradigm, it shows an inclination of the Concept-Oriented Reading Instruction (CORI) to foster engagement through conceptual themes, hands-on experiences, self-directed learning, interesting texts, classroom discourse, and time for extended reading.

Robin (2008) as cited in Miller (2009) proposed the integral uses of digital storytelling to the lives of the students. It promotes 21st century skills: cultural literacy, information literacy, and visual and media literacy. Likewise, it develops teacher-student engagement in the learning process; and, encompasses multiple literacy skills. Not only is it a good pedagogical tool for learning and reading stance, but also it includes the development of research, writing, organizing, and problem-solving skills of the students.

Digital storytelling is a practice of amalgamating digital text, imagery, video, and audio into the presentation of a computer-mediated, multimedia story (Chung, 2007). In evaluating this strategy, the **personal voice** of the narrator is given more emphasis; likewise, the maker must have comprised of appropriate amount of digitized/ virtual effects. Thus, it must adhere to the visual-auditory harmony or balance. Likewise, DST has its DAOW (Ohler, 2013) literacy serving to the learners. It extends more than oral, written, and artistic but to DIGITAL LITERACY as well. However, in the light of capitalizing critical literacy as manifested in the strategy used, the researcher finds the focus mainly on the oral and written literacy.

Miller (2009) proposes a useful procedure for the classroom integration of digital storytelling. This proposal is proven effective in the conduct of the activity in a classroom

where a limited number of computers is manifested. First, identify a personal story with a sense of ‘tellability’. Second, write an initial story script. Third, plan a storyboard to scaffold the students in plotting out the script. Fourth, revise and brainstorm with peers for review. Fifth, use video editor and import and arrange the pictures. Next, employ story sound track and special effects and transitions. Lastly, put musical soundtrack for the improvement of the recorded digitized story. This strategy must be very engaging and highly stimulating; however, educators should have greater foci on the stories to be told. Thus, they emphasize the manifested skills and potentialities in the organization of the story created by the learners. Hence, computer skills should only be at the peripherals, but they also need to be taken into consideration towards the aesthetic development of the digitized story.

Hung, Hwang, and Huang (2011) say that a project-based digital storytelling could significantly enhance the learners’ motivation, problem-solving competence, and learning achievement in a science experiment project. Thus, this may be true in the context of language learning, reading and literature topics, and other avenues and field of learning. In fact, even before, storytelling made learning more meaningful and comprehensible. Schank (1990) as cited in Hung (2011) mentioned that a lot of scholars believe that storytelling improves the motivational and the retentive memory of the learners towards the lesson being discussed. Moreover, Xu, Park and Baek (2011) remark that digitized storytelling has an effective impact to the writing skills and the writing self-efficacies of the learners. Another notable finding in the experimental research conducted is the effectiveness of digital storytelling in the virtual stance rather than offline. The use of social media as a medium for output uploads elevates the learning engagement and

extensions of the tasks done by students. Even the digital storytelling is purposed to be published online – may it be on YouTube, Facebook, and Twitter, among other means.

Qualitative and Quantitative Studies for Critical Thinking in Philippine Context

A lot of studies on the Theory (Bayot, 2000) or the Critical Literacy of Filipinos have been done to be executed in classroom avenues. One important finding is drawn from the study in Western Mindanao State University. Tendero (n.d.) mentions that aside from the effect of the left-right brain hemisphericity of college students in their language proficiency in four macro skills, the alarming rate of the students' low proficiency level in English implies the deteriorating competencies of Filipino learners which demands strong foundation from the basic education. If this is the case, the higher literacy areas must have suffered in this course of time. Thus, this makes global critical literacy skill for students a difficult stance to develop.

On the other hand, reading comprehension as per the digitally-inclined (reading hypertext) research is concerned, emphasizes much its potential to improve learners' comprehension, encourages a more enticing learning environment, and leads to reader's discovery more often (Bolaños, 2011). The need for reading comprehension to be tapped makes this research output more objectivized for reading is part of the research development. Having this pros and cons gauges more considerations as to the things to be considered in the lenses of critical pedagogy in English Language Teaching, and certainly concurs with the classical ideology of the English language teachers to accept the incontrovertible fact of controversy in the field of modern language teaching (Varela, 1969).

Another study on critical thinking of students was conducted in Hongkong. A case study showed that narrative analysis activities with film could further develop the critical thinking skills of the Senior High School students (Lip, 2010). For two weeks, the learners were investigated and assessed as to how they developed critical skills through the use of checklist forms.

As for the results of the case study, it was mentioned that both the researcher and the external marker's evaluations were highly reliable and consistent giving a statistically significant ($p=0.01$) from the researcher and the inter-rater's correlated highly ($r=1$). Upon giving interactive methods for reading through film viewing, the learners were able to improve in their reasoning and giving consequences. Thus, it improved the critical literacy of the learners because they were able to use their own voice in the post-viewing part of the lesson development. Moreover, the support to critical literacy can also be developed once the students are exposed to their own literature. Bayot (2000) emphasizes his beliefs on Discoursing the Subjects towards making the owned critical literacy. For Filipinos to be reoriented and value this new literacy concern, the educational institutions must have performed "strong readings" or their own Philippine Critical Texts instead of subscribing towards pigeonholing them based on Western influences. In this command, the literacy that is truly critical and cardinal univocally stresses out the Filipino Subject/s of theory.

Frameworks for Critical Pedagogy in the Philippines

Local studies (in the Philippine context) on critical pedagogy have been given much attention as a new and young discipline to consider. There are a lot of teaching models being proposed locally. Two of the prominent pedagogical frameworks are the

infusion technique in critical thinking into English Language Teaching (Lopez, 2010) and the PDRS or Planning, Doing, Reviewing, and Sharing (Campano, 2010).

Lopez (2010) designed a framework that can be adopted by the ELT experts and educators to infuse critical thinking in the lesson development, and also employable in other disciplines other than the Field of Languages. He introduced the Infusion Pentagon Model which is composed of five interrelated components (language, critical thinking, thinking strategies, text forms, and social issues).

This matrix enhancing the critical stance of the learners would have indispensable interconnections to one another. In sum, the model gives ten (10) infusion pairs for critical pedagogy: Language and Critical Thinking, Language and Text Forms, Thinking Strategies and Social Issues, Thinking Strategies and Text Forms, Thinking Strategies and Critical Thinking, Social Issues and Text Forms, Social Issues and Critical Thinking, and Text Forms and Critical Thinking. Moreover, the infused lesson plan framework for critical thinking in ELT is subdivided in seven parts: *thinking opener* or the introductory part for critical thinking content, *input* or the text presentation stage, *thinking vocabulary* or the unlocking of unfamiliar words (mainly to address the needs of the L2 learners), *thinking actively* or the teacher prompts for thinking, *thinking about thinking* or the metacognitive or the distancing activities for learners, *applying your thinking* or the transfer activities, and *reinforcement thinking task* or the written performance as output to be done at home. This type of pedagogy promotes the development of material for teaching thinking and enables the learner to improve in the language of cognition. Likewise, the further enhancement of communicative approach to learning the language

(Canale & Swain, 1980) would be given a more contemporary feel to the language development of the child.

Another framework that augments critical thinking and literacy is the **PDRS** (Campano, 2010). This experimental research delves on the evaluated and categorized responses from one-group respondents who undertook pre-test-post-test design through the selected word processing and spreadsheet activities. In this series or cycle of activities, the students were prompted to such challenging avenues for active exploration, choice and autonomy, and authentic feedback that promote 21st century skills. In the conduct of PDRS strategy, the results in word processing activity showed a “good” performance rating in the post-test results; likewise, it yielded a highly significant difference ($t = -19.00$, $p < .000$) between the pre-post test scores of the group. On the one hand, spreadsheet activity gave a significant difference at $t = -18.87$ ($p < .000$). In this framework for critical pedagogy, the ‘SHARING’ part as the other purpose of the study (for collaborative learning) had contributed to the enhancement of the students’ performance for they got to be engaged in friendly critiquing and garnered constructive comments for the enhancement of their outputs.

Another literacy framework was developed in Far Eastern University Manila in terms of the reading program among freshmen. The integration of study of literature and language has been further developed in this study (Reoperez, 2010). Looking at the framework of the program, it could also be functional in relegating the process for teaching critical literacy in English. Likewise, the advancement of technology used in the program magnifies a big role of upholding the digital culture of the study, thus, making it a relevant teaching program. As Alvermann (2001) reiterates individuality in literacy

instruction among teenaged learners, instructional programs are opted to develop the occurrence of social practices, the promotion of formal and informal literacy by considering the learners' interests, and the capability of the learners about the multiple text forms.

One important interest as for the study is the actual implementation of the principles in critical pedagogy in the classrooms. Valdez (2012) purports that through the use of meaningful texts and tasks that sensitize the learners' awareness on the use of language to counter existing discourses of dominance, critical pedagogy in the context of classroom would gauge learners to be more posed in problems imparted by texts and use them to a wider context of the society. In this study, the existing dilemma between the opposing forces of women's struggle for independence and subjective responsibility was delved deeper. This method was used to know the respondents' own voices as for the social issue that was prominently discussed. They were instructed to do a poster essay after the delivery of instruction done by the researcher. In this manner, it instigated various insights and categories that realized critical pedagogy in ELT classroom. Different posters were delved into content analysis giving much of variations in the interpretation of the essay given to them.

Gender politics have been given much of study in this regard allowing the students to have meaningful samples of critical social queries and intricacies which highlight some of economic, social, and cultural tensions. Moreover, the poster essay task also contributed to the direct manipulation of multi-literacies and multi-modal forms in learning. Yet, one platform for assessing critical stance among students was further examined in this study leading to the question if other important classroom documents

like syllabus, writing requirements (essays, written exercises), and tests serve as counter discourses too. Question on the other learning mode as to assessing critical literacy also offshoots a research interest to study. In the light of promoting critical pedagogy in ELT classroom for L2 community (like the Philippine setting), the present study indorses a prototype lesson on Critical Literacy in English in engaging students with different problem posing tasks.

Overview on Traditional Approaches to Critical Literacy

The task performance/ activity guide requires the learners to exhibit metacognitive awareness to employ or somehow transcend its functional purpose. It involves interesting and engaging simulations on the use of their communicative competence (Canale & Swain, 1980). Giving feedback, exchanging of information and interactional support are very important in task-based learning. The indispensable theory in the material is the integration of Critical literacy theory. It focuses on the connection between literacy and power (Lankshear & McLaren, 1993). It does not subscribe to the notion of reading and writing skills as autonomous, technical, neutral, and universal (Searle, 1993), but rather regards literacy as “the process of becoming conscious of one’s experience as historically constructed within specific power relations” (Anderson & Irvine, 1993, p. 82). To further develop the critical stance of the text, the researcher promotes engaging critical activities for the students to reflect in their respective classes and share their meaningful experiences towards the resolution of the problem (Fajardo, 2015). To make critical literacy work at hand, students need other people’s point of views, and effectively share their field of experience (Schramm, 1940s) or schema (Widdowson, 1983).

In this regard, the teacher facilitator plays an indispensable role in the language learning environment. Here s/he has to try to allow students to participate, to deliver the instructions to the learners and guide them in their tasks, and to interact with them emphatically as the activity is being performed. The learners might have high affective filter, for this approach is communicative in nature. They might monitor their language a lot so the teacher should let the students feel comfortable of using the target language in the interactive phase. Thus, the researcher integrates the use of Engagement Theory (Guthrie, 2004; Guthrie & Wigfield, 2000) which magnifies the difference between the ‘engaged’ and ‘disengaged learners’. More importantly, this theory emphasizes a very interactive concept – CORI (Concept-Oriented Reading Instruction) – that further focuses on the use of reading themes, students’ choice to text and responses, hands-on activities, wide variety of genres, and social collaboration in the reading process.

The New Perspective on Pedagogy: Artifactual Critical Literacy

Some of the relevant researches undertaken and done internationally promote the critical stance imposed in classroom setup for L2 communities; hence, a lot of creative implementations are conducted on the topic. As an important underpinning of this study, Artifactual Critical Literacy provides a meaningful share to the learner’s unheard voices. The Materiality of Artifactual Critical Literacy (Pahl et al. 2011) centers on the combining effect of a social practice view of literacy with precepts and insights to the material or text. Hence, the social semiotics can also be given an emphasis (Scollon & Scollon, 2003) so as to provide avenues for the students to see literacy practices like an

integrated activity to be exposed in a wider context of the world of sign making in cultural spaces.

This concept is further developed through the use of two Case Studies Analytic Frameworks by Pahl and Roswell (2011). The first one focused on the use of artifact to tell a story. In the first case study, the Ferham families Project was done to let the learners create a story using an artifact. The methodology used was the “Every object tells a story” resource pack. It had been reiterated that, “The key with artifactual critical literacy is to ask questions of different kinds of objects that then offer students space to tell their stories” (p. 130).

Secondly, it also included the concept of bits or fractures of habitus (Bourdieu, 1990). As defined by Grenfell et al. (2012), “fractal habitus represents the parts of self that students (subconsciously and perhaps even consciously) sediment into texts. Fractal habitus is palpable in physical, material features in texts such as images, colours, and camera angles that express habitus as an unfolding of the everyday” (p.134). In these two case studies, the students are engaged in activities and very independent as to how relevant are the chosen artifacts to their lives, and how to create a storytelling activity which allows them to reflect on the texts with an integration of their personal cultures and values and skepticism to the situation or material they had to relate in the storytelling process.

In this research, the concept of ‘*artifact*’ is extracted from the New Perspective proposed by Pahl et al. (2011). This is to further modify the existing medium, digital storytelling, and enhance the value of ‘A’ in the DAOW of this New Media Narrative

which is ART. The ‘*artifact*’ is, then, the object or the material being used by the storyteller as basis of his/her personal story.

The Strategy Instructional Framework (McLaughlin & Devoogd, 2004)

This method has five significant steps for direct instruction. It involves teacher facilitation technique. The learning process allows the teacher to demonstrate and guide the learners towards the social issue being resolved. This strategy promotes support from the teacher while engagement happens among students. Various activities are being utilized which enhances the social skills of the learners that cater independent learning and active exploration. Topics like theme-based focus groups, connection stems, read-aloud techniques, and problem-posing tasks are few of the engaging learning activities that are essential in this technique.

Although there are indispensable reading/ learning engagements from this strategy, the techniques have been given much light among the ELF (native English speakers) learners. So much so, children were the subjects in this framework, making it a very effective tool for younger learners – contrary to the subject of this present study which are Senior High School students. Issues on the use of language or language barrier problems may arise as far as the execution is concerned. Teacher-support is conceived as not enough for it entails a huge effort to discuss topics with non-native English speakers. The main principle of Model 1 involves direct instruction of teaching critical literacy among students. This framework caters particularly to the L1 students, and capitalizes on the use of linear method of explaining to reflecting processes (McLaughlin & Devoogd, 2004). There are stipulated activities being drawn from the codes which include

switching strategies, alternative text inclusion, problem-posing tasks, connection stems and various text questioning techniques.

Infusion Pentagon Model (Lopez, 2010)

This strategy centers on the development of students' critical thinking skills, and necessitates the value of language, thinking strategies, text forms and social issues as primary component in enriching the students' critical thinking skills. Through the infusion of the five components, Lopez (2010) proposed ten pairs in the thinking experiences of the learners. Thinking strategies proposed in this model helps in building critical equity in discussing a text; likewise, teachers can further help in supporting the thinking stance of the learners through the suggested activities.

The model promotes explicit instruction, and does not necessarily direct and support teaching-learning in an implicit way. This limits the execution of the strategies involved herein. Likewise, without the integration of the social issues and text forms as components of the model, the model lacks integrating critical literacy for instruction. Although the model shows comprehensive integration of the five components, there is still a need to further the techniques in inclining critical literacy which promotes equity, since the goal of the model ends in developing critical thinking which is, likewise, necessary in involving learners into developing critical literacy.

The core construct of the second model is cognitive teaching approach in allowing the students to critically think. This framework also revolves on the use of social issues, text roles and other important features as far as critical literacy is concerned (Fajardo, 2016). The involvement of thinking strategies as applied to critical thinking plays a vital

role in enhancing students' critical thinking skills. One plausible construct of this model is the infusion of five leading components namely: language, critical thinking, thinking strategies, text forms, and social issues (Lopez, 2010).

Plan, Design, Review, Share (Campano, 2010)

This framework stimulates collaborative learning through peer evaluation and sharing of the tasks being made by the learners. Its primary aim is to allow learners create an output based from the concepts of active exploration, autonomy and authentic feedback which can engage and develop their critical thinking. This is an important addition to the notion of designing the instructional strategy in this study, for it gives much light to innovate ways in developing not just critical thinking, but also critical literacy among learners. The idea of planning and reviewing the critical tasks made shares to a much more engaging activity for the students. As proposed by Guthrie (2004), learners with more motivation in the reading task show an '*engaged*' attitude.

Issue on the applicability of this framework in the critical literacy development of learners is of much consideration. Since the task primarily focuses on designing a computer-mediated output, its practical use applies to a more challenging effort to be integrated in the critical literacy development of the students. Although the concepts of collaboration and peer sharing may sound plausible and good for the study, still it is a serious concern on how to apply technology-based projects for all the learners. Another apprehension is, likewise, imposed to the time allotted and the capacity to facilitate for the discussion of critical literacy with so much peer/students' involvement. This highlights more problems on the limitations of student participation in class.

Actualizing Critical English Language Teaching (Valdez, 2010)

This framed model is taken from a qualitative study in De La Salle University. It presents an implicit way of integrating critical literacy in reading literary texts. This highlights the use of probing questions and text questioning as primary antidotes in helping the students to think critically, and further developing their critical stance on how they see and face the social issue being discussed. It also suggests an explicit example of a critical task which students can further delve at – poster essay. It capitalizes on the use of multi-modal means and multiple perspectives in an issue to make learning more engaging.

The text being used in this study invites a more interactive and engaging topics for discussion, however the activities are not necessarily specified as to what specific strategy is used to involve students in the discussion. The nature of the activities is very implicit which caters to a limited type of learners. The activities are solely based on student-teacher round table discussions and text interrogations which capitalize active exploration to the text, but not executed in a more creative strategy.

This qualitative study highlights an actual classroom experience in applying critical literacy in teaching-learning which comparable to the idea of giving critical tasks for learners i.e. artifactual critical literacy (Pahl & Rowsell, 2011). The employability of creative critical task like that of poster essay gives much emphasis on this study. The students engaged in meaningful conversation with the text through the guidance of the teacher-facilitator. It is manifested that both inter-coded themes present similar findings

as to the categorized lesson parts. First, the utilization of the probe questions to build rapport and connection from the text to the learners' end, or resistance from the texts (Locke et. al., 2011). Second, there was an intimate dialogue between teacher and the students using the different questioning techniques which further reconstruct and deconstruct the gist of the text being read. And lastly, the critical task in the form of poster essay which gave students platform to express their varying views on the social issues.

Inquiry Cycle: Vasquez and Egawa 2002

Inquiry cycle centers on the idea of utilizing the 'text' in teaching critical literacy among learners. It involves activities which promote text reconstruction and deconstruction. Moreover, text roles provide an important contribution to building connection to the people and society. In this framework, culture and views are being capitalized. This involves a cycle of supporting and helping the learners to be engaged in a critical learning experience which enhances their positioning from different ideologies and perspectives. The cycle involves engagements, demonstrations, and opportunities for sharing and organizing and reflective action plan. The end path of the inquiry cycle is to make an active role in the development of critical literacy which involves the promotion of equity in a socio-political issue being discussed.

Like the other models and methods stipulated in the previous discussion, inquiry cycle gives a general process of enhancing critical literacy. Since the researchers of this study focuses on children as the primary subject for the formulation of the instructional framework, issues on its application to an older or more mature audience serve a

challenging effort to resolve. Although comprehensive and useful, activities require an explicit measure and effectiveness to various sets of learners.

1.3. Theoretical Perspectives

Scaffolding is a learning theory proposed by Jerome Bruner (1976) which encourages optimum student participation in the learning process; however teachers act as a facilitator. Throughout the scaffolding process, the teacher maintains a friendly or inviting atmosphere. In this environment where everyone is engaged to sharing their ideas and personal experiences, students can be able to learn a lot from different people.

The scaffolding technique is the main theoretical perspective underpinned for this study. It was particularly influenced by the work of Russian Psychologist Lev Vygotsky. One important notion in this strategy is the promotion of active engagement rather than passive (Guthrie, 2004). This will be realized through the help of the indispensable participation of the teacher-facilitator. One instructional strategy for this is supported through interactive read-aloud session where learners are to share their ideas and the teachers act not just as storyteller, but a facilitator which taps the motivation of the students to read.

Asking questions and discussion promote connection to the background knowledge and topic of the book being read (pre-reading), clarification, review and critique of the story (during reading); and, awareness building, reinforcement to understanding the meaning of the text (post-reading). The idea of supporting the students' learning engagement is likewise being reinforced even to the ideals of progressivism i.e.

learners are expected to move to the next learning level as they pass the criterion or proficiency test.

In the light of strengthening the theoretical foundations of the present study, local studies on the magnification of Critical Pedagogy have been adapted. Questions on the appropriate framework and basal lessons to be conducted are delved indispensably to further the instructional framework of the study. Valdez (2012) centers his analyses on the students' social awareness, use of language as a tool in challenging forces oppressing the marginalized, and engagement through meaningful dialogue with the text. He likewise probed into the multi-literacies carried by critical pedagogy and political struggles present in a community of Filipinos.

The Infusion Approach in English Language Teaching (Lopez, 2010) for Critical Pedagogy makes an impact to the innovativeness of this strategy to the learning process in any disciplines. This is making it a long-term evolutionary goal in the field of education; and teachers are challenged as to how it can be implemented to increase critical literacy among Filipino students – elementary to collegiate. Integrating all the theories presented herein, the foundations of this research center on the use of the Filipino's own language of Critical Literacy confirming the concept of Critical Linguistics and English Language Education in the Philippines (Tupas, 1999). Questions on what kind of English is to be taught are answered and even the use of correct English in the Philippine context.

Tupas (1999) emphasizes that critical English language education should be conformed to the notion that English is not only studied based on its meaning and forms, but also a discourse-based pedagogy where injection of political suppression,

nationalism, historical and cultural markers are deemed important. In this case, the instrument and tool for learning critical literacy even in the context of 21st century learning must have greater implications to English language education in the Philippines. Furthermore, the choice of texts must adhere to the notion that readers must have the full grasp of the language utility of the text.

Potential issues and innovations for Critical Pedagogy in the Philippines endow ample consideration to be made available in the country's learning institutions – either private or public, from basic to tertiary. Curriculum frameworks and indispensable studies on this in the Philippines demand much greater focus as a new breed of discipline in the 21st century education among L2 communities. As Fajardo (2016) emphasizes, responding to the literacy needs of the times and teaching learners regarding their responsibility towards this world are surely a “journey worth making”.

This research endeavor seeks to contribute to the leading problem on the use of critical literacy in L2 communities where English language is used as a second language. As disclosed in the study of Fajardo (2015), there is a need to integrate critical literacy in classroom discussion. Much studies and inclination to applying critical literacy in L1 communities had been developed since the 1980's. More of its applicability in the 21st century education can affect the learning environment among learners – specifically L2 students at that (Bishop, 2014; Ferrarelli, 2007; Iyer, 2007; Gregory & Cahill, 2009; and McDaniel, 2004). In regard to this, critical literacy deploys classroom strategies on developing the learners' skills in discussing multiple perspectives on various cultures and background, abilities to unleash the dominant and silenced voices among learners, and

the promotion to alternative text reading and involvement to the politics of life while reading texts in the classroom confines.

1.4. Conceptual Framework

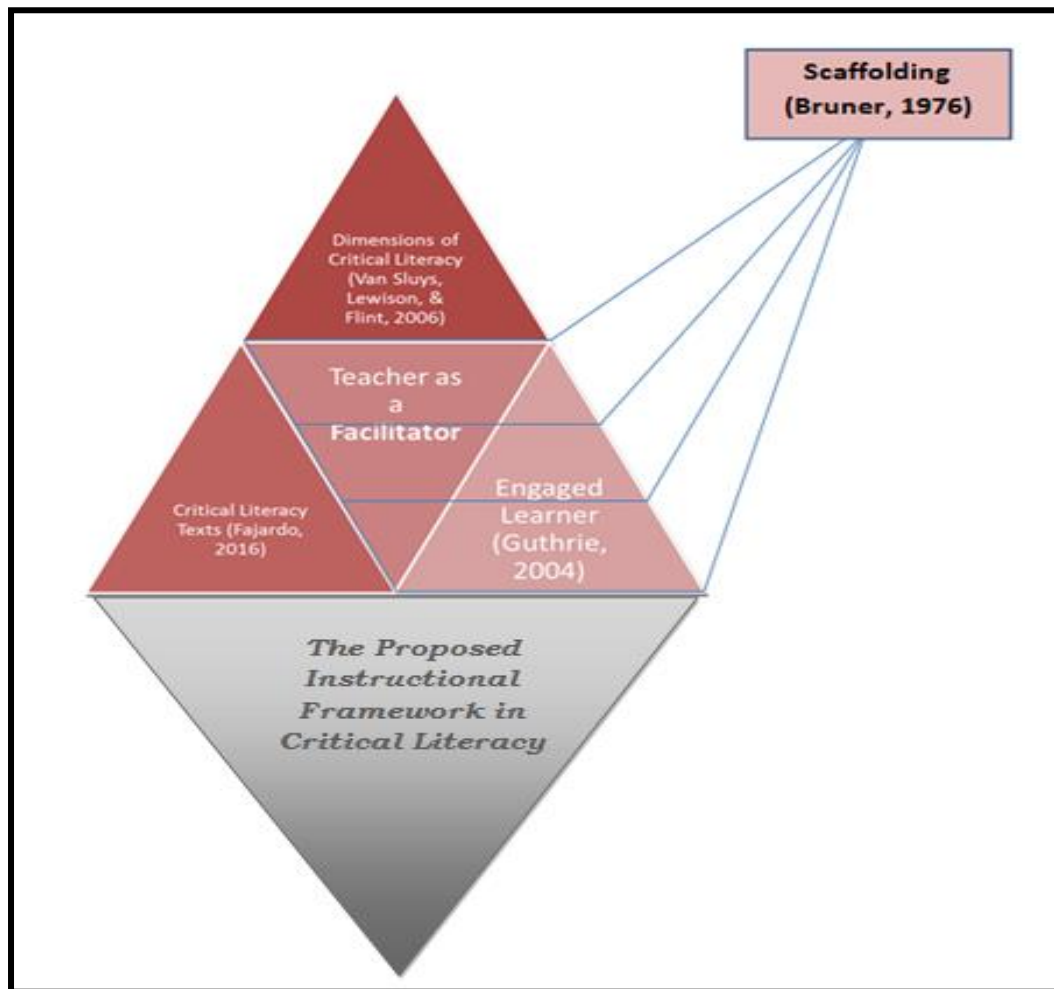


Figure 1. The research mirage triangle

The concept of mirage in this diagram is the integrated theories from a four-inscribed triangle. Since mirage is an angle of sight, the reflected triangle below (fading grey) resulted to the construction of the *proposed critical literacy instructional*

framework. Teaching mechanisms using a critical dimension in L2 had contributed to the concept of developing critical pedagogy. One is the infusion of text, language, social issues and strategy had been suggested for the development of conceptual basis in teaching with a critical stance (Lopez, 2010). Likewise, the idea of putting up a critical task as an assessment or performance output provides a platform for practical application of critical literacy (Valdez, 2012).

There are four important small triangles shown at the upper triangle. First is the one at the middle labeled as '**Teacher as a Facilitator**', and the other triangle adjacent at the right is labeled '**Engaged Learner**'. These two triangles correspond to the notion of scaffolding strategy as proposed by Wood, D., Bruner, J., and Ross, G. (1976). The areas of the two said triangles represent the participation of both persons – teacher and students – in the learning process. It is manifested that the inverted triangle (Teacher) has a vanishing participation as the learning progresses. Moreover, the triangle (student) at the right shows that the learners have expanding participation as the learning process progresses. In other words, as the learning experience progresses, the participation of the teacher decreases while the students' participation increases.

The principle above is supported by the idea of '**Scaffolding**'. This constructivist approach provides a stance for the learners to constantly learn new things. Some of the activities require support, and the developmental learning appropriateness is then highly recommended for this approach. Furthermore, Vygotsky (1978) had been found to be the origin of this notion where the concept of 'More Knowledgeable Other' requires interplay in the support system to reach the optimal learning of the students. His indispensable

contribution – Zone of Proximal Development – had been the basis of Bruner in theorizing the idea of ‘scaffolded’ learning.

The third and the fourth triangles above show the important elements to support teachers in conducting lesson in the actual bases. The third triangle labeled as ‘**Critical Literacy Texts**’ presents the principle of text types being utilized in the critical literacy discussion in class. Tupas (1999) reiterates that the choice of texts must adhere to the notion that readers must have the full grasp of the language utility of the text. This could possibly explicate the fact that the reading materials being read must be comprehensible to the learners and the degree of relevance must have been considered. Likewise, Fajardo (2016) stipulated major findings on the use of multimodal texts in giving critical literacy texts for the students. She likewise proposed the idea that there is a huge responsibility for the inclusion of relevant text (within the context of the world) so that students could have a bigger tendency to appreciate and engage in the textual discussion.

The fourth triangle at the top of the upper triangle is labeled as the ‘**dimensions of critical literacy**’. By this principle, the teacher can fathom how to attack the pertinent texts selected to be tackled in the class. The discussion centers on the following critical areas: disrupting the commonplace, focusing on socio-political issues, viewing multiple perspectives, and taking an active role (Van Sluys, Lewison, & Flint, 2006). Through this paradigm, the actual discussion narrows down into building equity by providing indispensable opinions and propositions to actualize the justice within the context of discussion.

Combining all the salient features of the underpinned theories bring about a critical lens to be stipulated in the learning experiences/ lessons. Particularly, this study

reflected an image of designing a proposed instructional framework for Critical literacy in English literary texts. The triangle at the bottom is a mirage or the reflected image of the integrated concepts from the upper triangle.

1.5. Statement of the Purpose

The paper proposes an instructional strategy on critical literacy in reading English literary texts. It presents an integrated concept of Valdez model (2010), Lopez Infusion Pentagon Model (2010), Campano PDRS (2010), Vasquez and Egawa's Inquiry Cycle (2002), McLaughlin and Devoogd (2004), and Van Sluys et al. (2006) as a classroom task for the students' 21st century classroom engagement. Primarily, the research paper aims to:

- A. design an instructional strategy on critical literacy in reading English literary texts;
- B. develop a set of lesson exemplars based on the designed instructional strategy; and,
- C. validate the developed lesson exemplars.

1.6. Significance of the Study

The present study gives important contributions to the following set of benefactors:

Educators/ Teachers. Through this research, the educators can set and base their teaching of English literature and reading activities in giving more interactive and critical-literacy based lesson. The prototype may give them opportunities to stretch learning literature in L2 school community. Their awareness and consciousness on their

ideological beliefs and cultural stances may also be tapped, so as to achieve a more sustainable and just education for the students to relish on (Kemmis, et. al., 2014).

School Administrators. By this study, the administrator would have been exhorted as to the importance of Critical-Literacy based lessons employed in literature. It can also be a call to even extend the framework to other disciplines as per the advice of respective administration.

Senior High School Students. They are to benefit from the motivational and interactive learning experiences that this study would have to offer, since it is quite new for 21st century education to partake in CL-based classroom setup. The execution of the tasks would have utmost functional purposes to their learning stance. Additionally, the activities enrich the thinking mechanisms of the students in terms of their social, political, personal and community-based participation. The readings can generate interaction for the students to dwell so that learning would be actively extracted through personal anecdotes, experiences and astuteness more than the underlying meanings derived through the contexts of the texts; but more so, the ideas are attacked through the questioning techniques and strategies imposed.

Future Graduate Researchers. On the same discipline or otherwise, this would give an offshoot study to be employed in the Philippine context, for it is only new to the 21st century education in the country. Critical literacy in its continual development in the education sector would have a huge impact to the interest of the future researchers.

Community. The study is a good platform to raise awareness on the cultural differences and subjective insights and perspectives drawn from the student participants. Their indispensable shares to the issue-based materials and literature/ springboard create meaningful contribution to the awareness of youth for some relevant problems; thus, it can spring into suggestive ways for youth formation and developments helping the students scaffold their critical stance to meet some issues which can be of great impact to their lives as young adults such as gender roles, political point-of-views and cultural orientations.

1.7. Definition of Terms

Artifactual. It is a thing attributed to a created object by humans usually for practical purposes. Operationally, it refers to the use of any artifact (ancient or modern)/ object as a subject of the narrative.

‘Critical’. It is a descriptive word that is used in careful judgment about the good and bad parts of something. In this study, this adjective signifies critical literacy inclination.

Critical Literacy. In this study, this literacy connotes an ability to ask or question the text using one’s voice or own stance.

Critical Scaffolding. Conceptually, it is an application of support or more knowledgeable others' participation. Operationally, it is meant as the integration of critical literacy and scaffolding or guiding methods in teaching.

Engaged learner. It is defined as a student who is motivated to learn. Operationally, an engaged learner denotes a student who is actively involved in class

Instructional Strategy. It is a matrix or structure of teaching a lesson. In this research paper, this is a structure of teaching mechanism in deploying critical literacy in classroom discussion.

Lesson Exemplar. It is a prototype lesson. Operationally, it is a developed learning plan as a basis for instruction

Marginalized. It is a status of putting or keeping someone powerless. In this study, using this adjective connotes an oppressed voice or person in the critical text or discussion.

Personal Voice. It is one's own perspective on a topic. Operationally, it is the ability of the reader or learner to express his/her ideological stances.

Power Relations. It is the power of student to analyze the text. In this research paper, it relates to the ability to read with the text and to read against it (text interrogating).

21st Century Classroom. It is a classroom employing non-traditional strategies in teaching learning. Operationally, it is a classroom where students learn to employ 21st century skills.

CHAPTER 2

METHODS

2.1. Research Design

The present study centers on the development of an instructional framework on critical literacy in reading English literary texts. It seeks to integrate descriptive features of the stipulated underpinnings and the lesson development framework. Thus, the paper seeks to employ descriptive method of research. Likewise, it involves synthesizing the K-12 Curriculum standards and competencies to the critical literacy standards (McLaughlin et al. 2004; Sandretto & Ledington, 2010; Van Sluys et al. 2006).

2.2. Research Locale

The research study was conducted in Taguig Science High School – Senior High School department in the Academic Year 2017-2018. It is located in Barangay San Miguel, Taguig City. It is known for being one of the schools which send students for International and National Competitions in Mathematics, Research, and Science. The institution has a fair set of school facilities that give learners equal opportunity to study and enjoy learning. The classrooms have good ventilation, and televisions are readily available for reservation if ever needed.

In the conduct of the lesson exemplar, the researcher provided a document of permission from the head of the institution for the safety and protection of the school's and the student participants' profile. The letter of permission was to ensure the confidentiality of the data gathered in the research implementation which indicated sole

use for research and not for propaganda nor for derogatory consumption which can negatively impact the respondents or the institution.

2.3. Sampling and Participants

The sample participants were Grade 12 students drawn from sections currently handled by the teacher-researcher. This was in the form of convenience sampling since the nature of selection was accidental; hence, the only available sample group for the researcher was in the Grade 12 department. The group must have at least 20 to 30 students in a class to have a meaningful share of insights and interactive discussions. In this regard, only a single-group of students was taught by the teacher-researcher. They were heterogeneous classes from the Science, Technology, Engineering and Mathematics (STEM) and Accountancy and Business Management (ABM) strands with general weighted average ranging from 85 to 91.

The students range from the age of seventeen to eighteen years old, considered as volunteer participants with duly accomplished consent and assent to be part of the research sample. Their personal profiles were kept confidential and the pertinent information of each student was kept to prevent untoward display of their regarded opinions, however, kept as indispensable data to enrich the research development.

2.3.1. Presentation of the Respondents' Profile

The selection of respondents was done in an accidental sampling approach. They were composed of eight (8) males and nineteen (18) females. Eight (8) of them are seventeen (17) years old and the rest are in the legal age. All of them were from Grade 12

Academic Track – eight (8) were from Accounting, and Business Management Strand and eighteen (18) were from Science, Technology, Engineering and Mathematics Strand. The core subject used for the course teaching was LIT 101: 21st Century Literature of the Philippines and the World.

Table 1

Summary of Student Responses as per Reading Interest

Student	Rating	Student	Rating	Student	Rating	Student	Rating	Student	Rating	Student	Rating
A	7	F	7	K	7	P	9	U	9	Z	5
B	9	G	7	L	8	Q	7	V	8		
C	8	H	9	M	9	R	5	W	10	No. of participants:	
D	7	I	5	N	4	S	6	X	9		
E	5	J	5	O	10	T	8	Y	7		26

The table shows the reading interest of the respondents based on their perception. They were surveyed on their reading interest having 10 as their highest rating and 1 for the lowest. The group had an average of **7.308** reading interest which implied that reading for them had a significant role for their academic and personal lives.

The references that they usually used for reading were the textbooks, online pdf pages, the internet, social media sites (like Twitter, Tumbler, Wattpad), online news, featured stories, Google, online news and featured stories. Their general interests reflected in the survey were personality test, foreign languages, games, movies, mathematics, basketball and adventures. Their hobbies were watching anime, hanging out, playing guitar, writing stories, traveling, sleeping, eating, and listening to music. Only a few people showed great interest in reading. They exhibited a number of genres that they read. The list was composed of fantasy-related, inspirational, science-related

and fictional, mysterious, romantic, paranormal, history-based, modern or science-fictional, and horror stories and full-length novels. Likewise, some mentioned about non-fictional texts like biographies, anecdotes, and eulogies.

Through their background information, it can be concluded that the learners would be profiled as *‘intensive’* readers (Ranandya & Jacobs, 2002). It was also seen in their responses as they rated their reading interest level. A bulk of respondents said that they read by interest. Some commented that they would rather watch movies or television than read books. One student even noted, *“I love watching movies rather than make my imaginations work while reading”*. However, they still concurred that reading was a good habit for learning, enhancing comprehension, entertaining oneself, and using it for pastime. These responses from the students support the idea that intensive reading is similar to principle of *‘Reading to Learn’*. Students read a text to learn something about the language itself, and their textbooks. Based on the answers of the students, the aim of intensive reading – helping learners for language, comprehension and reading skills, and for pre-post activity – had been observed.

Still, a few claimed that reading for them was fun. One told that she had been reading since she was young. Another emphasized that she could read two to three books a day. These learners are categorized as *‘Extensive Readers’*. Susser et al. (1990) described these readers as the ones who practice the skill of reading for information, and more than that, for a sense of enjoyment for knowledge deepening and proficiency. In general, majority found reading important for writing development and education.

2.4. Instruments

The tools in the study were used in the validation and assessment phases of the lesson development. These were the following:

Validation Tool. This tool gives general evaluation of the validation instruments used. The tool helps the validator to generally comment on the content, physical and the relevant elements of the instruments used by the researcher.

Lesson Exemplar Assessment Tool. This is a rubric-based expert evaluation tool to see the effectiveness and the critical space that can be manifested in the lessons conducted. To wit, the tool shows series of questions about the multiple viewpoints of learners, on breaking the commonplace, towards focusing on socio-political issues, and, in taking an active role.

Observation Assessment Tool. The tool includes areas to be evaluated as far as the dimensions on critical literacy are concerned. Like the other tools, the focus center on determining the manifestations of critical literacy development in the actual conduct of the lessons.

Unstructured interview questions. The questions are basically inquiring the expert perspectives and important insights as for the development and improvisation of the research comportment.

The tools did not include any of the prejudicial or detrimental issues attacking the gender orientation of the respondents nor the experts' senses, cultural, ethnic or indigenous or exclusive group inclinations. The instruments exclusively involved critical literacy assessment.

2.5. Research Procedure

The first step of this research endeavor was the content analysis of the different existing frameworks for critical pedagogies. The content analysis involves three phases. The first phase was the selection of the indispensable manuscripts or the research models as bases of the instructional framework. The second phase involved coding of the salient features or the activities being stipulated in the instructional models. In this phase, the recurring themes were being identified. The third phase was the inter-coder reliability process where the codes had been evaluated and counter-checked for consistency and validity. Based on the designs formulated from the different critical literacy based studies, the researcher formulated an instructional strategy suited for L2 community of language learners.

2.5.1. Five Teaching Models as Inputs to the Proposed Instructional Strategy

In scrutinizing the process in teaching and employing CL in classroom setting, the researcher read ways and lesson guides in executing literacy as a tool to developing the awareness of the learners in CL integration. Different salient features have contributed to the formulation of the newly proposed teaching strategy. Lopez (2010) suggests the **Infusion Lesson Framework**. This instructional model follows a seven-fold procedure which includes (1) Thinking Opener, (2) Input, (3) Thinking Vocabulary (4) Thinking Actively, (5) Thinking about Thinking, (6) Applying Your Thinking, and (7) Reinforcing Thinking Task. In this procedure, the lesson executed is predicated through allowing the unfamiliar words to be defined by the teacher, or by the use of an alternative engaging task. Another framework is introduced by Campano (2010) that provides a suggestive way to enhance critical thinking skills of the learners. He framed the **P.D.R.S.** (Plan It,

Do It, Review It, and Share It). This process could, likewise, enrich classroom collaborative learning.

Adding up to the paradigm is the lesson planning guide (McLaughlin, DeVogd, 2004) for teaching CL. The teacher-facilitator should have considered the four essential elements of the lesson contents: **Engaging, Guiding, Extending, and Reflecting**. The first in the framework is the *Engaging* part where students' thinking is the vital element. They are exposed to background or schema activation, orienting and enticing the students with the text, and purpose setting. Second is the concept of *Guiding*. The teacher provides prompts as to the cooperative learning. It can be done in dyads, triads or in any desired number by the facilitator, for as long as scaffolding and engagement are there where learners can read silently, and interrelate the reading materials to others, plus be assisted by the instructor. Third is the *Extending*. In here, students are involved into various reading avenues and critical stances to promote action-based and critically-inclined discussions. Lastly is the *Reflection* that can be done by the teachers as an evaluation of the day's activities.

In the light of putting critical edge to a curriculum, Vasquez and Egawa (2002) introduced the **Inquiry Cycle** of treating critical stance as a good venue for various ideologies and social relations to be inclined to classroom. The cycle involves initiating engagements and potential resources, engagement itself, demonstrations, invitations to inquiry, opportunities for organizing and sharing, and reflective action plan. This inquiry study reiterates that learning a language is learning a culture. Reading involves cultural interpretations of meaning, and interrogation of text based on cultural background and experiences. Concepts about inquiry-based learning and constructivism have represented

the realm of critical literacy; thus, reconstructions or deconstructions of social spaces are inevitably expressed in the text questioning.

Valdez (2010) conducted a qualitative study integrating critical literacy as a vital core of teaching literary text with the students. The study did not introduce a direct procedure; however, the steps were noted and synthesized in three parts: (1) setting the classroom mood, (2) text questioning, and (3) analyzing the text. In the conduct of the lesson, he started by making U-shaped discussion allowing a welcoming, intimate conversation in reading and discussing the text. The lesson progressed by providing questions on author's intentions, evaluating the truthfulness of the statements, and sharing experiences which support or refute the author's claims. It was concluded by a critical task through poster essay.

2.5.2. Execution of Lesson Exemplars

After designing the instructional strategy, it was validated by three experts to assess its effectiveness and usability. The lesson exemplars were validated by experts of the field; thus, modifications and improvement were stipulated as advised. A range of at least three to five third party experts had evaluated the lessons.

The researcher conducted five critical literacy-based lesson exemplar sessions in the lesson development of every narrative text discussed. He made use of the proposed instructional strategy with four phases.

Originally, pilot testing was planned to be done within the school calendar; however, due to the scheduled activities for the first graduation of SHS in the school locale, the execution of the lesson exemplars was done right after the year-end activity of the school. Thirty (30) students agreed to join the research conduct. There were ten (10)

males and twenty (20) female Grade 12 respondents. Assent and Consent forms were given prior the implementation of the lesson exemplars. An orientation – one-week before – was held to discuss the background and the confines of the study. Since the implementation was done during summer vacation, the students were simultaneously processing their college requirements and scholarship pursuits. Only twenty six (26) students were able to attend the five-session implementation process.

The teacher-researcher provided learning opportunities where the learners developed and enhanced their critical literacy through problem posing tasks and classroom activities that challenged the texts. The reading materials were also selected based on *“their own skills, abilities, and dispositions that may be a concrete manifestation of acknowledging students’ diversity”* (Fajardo, 2016).

The teacher-researcher adapted the questions divided into six (6) critical literacy boosting questions. These were: (1) Who or what is in the text? (2) Who or what is missing from the text? (3) What is marginalized? (4) What does the author want the readers to think? (5) What story might an alternative text tell (switching strategies)? (6) How can information from the text be used to promote justice (action steps)?

Before the actual implementation of the lesson exemplar, the researcher had conducted an orientation day or a debriefing session for the student respondents to be totally informed about the research conduct. Letters of consent and letter of assent had been administered to the students, which were accomplished and signed by the respective parents. It, likewise, ensured that the data collated upon the lesson execution and the participation of the respondents had solely served its purpose. The researcher allotted one to two days for the guardians to read through the letters given. Reply slips were collated

and checked if complete numbers of the parent-guardians had submitted their responses; otherwise, the conduct of the lesson exemplar had not been pursued. This process was taken as the initial protocol observed as regards the ethical consideration for research implementation.

In addressing the legality issue of the students' participation in the study – since they included minors and eighteen-year old students – assent and consent from the participants was obtained as well, which included a short background of the research study and its purpose, rationale of student participation, nitty-gritty details of the effect that the research conduct may give the students – time, effort, required outputs, commendation certificates, and additional grades herein. Moreover, the responses of the parents and their approval to the student participation were included in the form. For participants who were eighteen and above, consent forms were also given, but with some parts significantly modified.

This research study had covered an improvisation of the performance of the students and the development as per the critical literacy skill in English. To give acclamation for the students' related expenses and amount of participation, the teacher-researcher provided incentives in the form of commendation certificates and additional grades for their subject-related course. Since the nature of the lesson integration was aligned to the core subjects for English, their additional points were stipulated therein.

The proposed instructional strategy underwent lesson validation through the help of experts/ or Master's degree students, document analysis, observation, interviews, and assessment tool validation. In the validation phase of the prototype, the researcher administered a triangulated assessment of the material adapted from the peer assessment

rubric, self-assessment tool (Sandretto & Ledington, 2010), and Critical Literacy assessment tool (van Sluys et al., 2006). Through a critical literacy based content analysis, the researcher assessed the outputs of the student respondents.

The experts were composed of Reading, English language, and literature specialists/ teachers. One validator teaches in Ateneo de Naga University, and basically, is a research enthusiast in Critical Literacy topics in the field of education. She has been presenting research papers locally and internationally and a published author as well. The second validator is an expert in the field of Reading Education. He has a Doctorate Degree in Reading Education and a retired Professor in Philippine Normal University. Likewise, he was formerly affiliated with University of Singapore. This Professor is also a recipient of the prestigious ‘Bonifacio Sibayan’ Professorial Lecturer Award. The third validator is a former professor in University of Santo Tomas. She is currently working as a Language Editor and Language Specialist in an Online Tutorial Center in English which caters Chinese learners as clients. Lastly, the fourth validator is an MA student in Ateneo de Manila University. She is taking up Master of Arts in Education major in English Language and Literature. She also works as a Public School Teacher in Western Bicutan National High School. All the validators are commonly inclined to research undertakings. They had presented research papers on English Language teaching, World Englishes, and Reading Education.

The process of lesson validation involved two phases. The initial phase was done to ensure editing and lapses to be resolved before the lesson execution/ pilot testing. The instrument was in the form of dichotomous (YES-NO) format. Comments and

suggestions were also postulated herein to ensure that the validators would give the specific recommendation for the improvisation of the lesson exemplars.

The comments and recommendations were synthesized to further develop and improve the content of the lessons integrated and patterned from the TOTS model. There were four major topics that composed the lessons. Few critical commentaries had been revisited, so as to comply with the needed requirements and criteria for the development of the strategic and pedagogical approaches into making effective critical-literacy based lesson exemplars.

As for improvement and future inventiveness of the conduct of the lesson, the expected recommendations and conclusive findings of the study furthered more enhancements to the utilization of the critical pedagogy. These signify the continual progress as future researchers may adopt the study to further revisit and improve.

A visual representation of the data procedure conducted is shown in tabular form on the steps followed in the study:

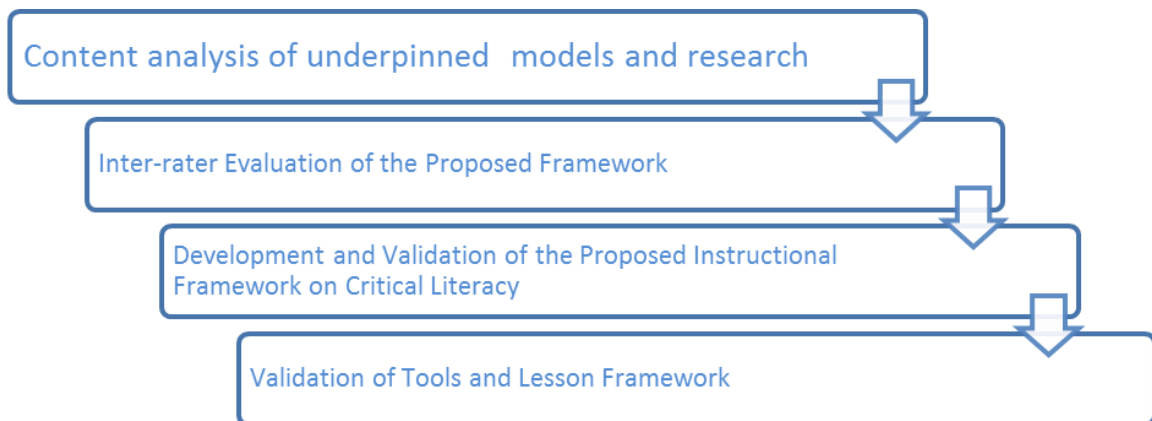


Figure 2.1. First phase

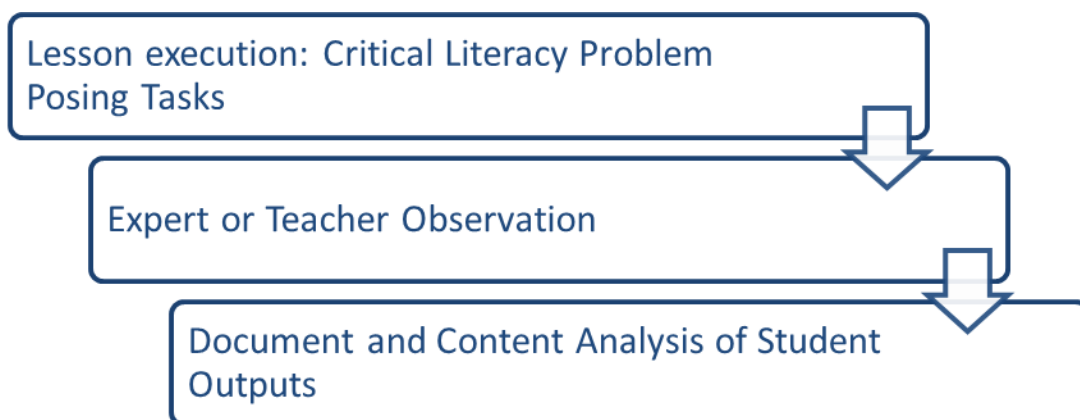


Figure 2.2. Middle phase



Figure 2.3. Final phase

2.6. Ethical Considerations

The researcher may have faced probable concerns as to the prior approval of the administration of the conduct of the study. Thus, the signed or informed consent addressed this major concern of the study to ensure ethical practices in the actual execution of the prescribed lessons for the course. In this regard, the School Head (Principal) was given early and proper request of approval of the study, and later the research received the same to proceed with the implementation.

Participant anonymity and confidentiality had shared a huge consideration for the study. The identity and individual attributes of the learners were given full secrecy. Their cooperation to the study offered much contribution to the guidelines in executing the lesson plan. Learners were inhibited from any disclosure of their personal contributory shares. Issues on the students' gender orientation, cultural and/or indigenous/ ethnic group, personal issues shared in the conduct of class discussion were kept as for the improvisation of the research collection of pertinent data. No labeling and disclosure of names were observed.

To maintain ethical consideration, data protection was also well-thought-out for it has been the commonly disregarded and devalued area. Improper disclosure of information was also a potential ethical problem that might have arisen. In reassuring the proper mechanism for sharing the data to the community involved, the institution, and the student participants, the researcher prepared an issuance of written report for their consumption in relation to the general recommendation and findings as to the performance and insights exemplified by the participants during the lesson exemplar execution.

The will of the learners to participate in the study seemed contributory to the problems of this study. Thoughts on voluntary participation and having the 'right to withdraw' had arisen as compulsory. Questions on these ideas primarily were the trepidations that the researcher had to rethink.

CHAPTER 3:

RESULTS AND DISCUSSION

This chapter discusses the results of the data collection and analysis. The following data were drawn from the content analysis conducted by the researcher in formulating the instructional framework, the inter-coding reliability of the content analysis which had 4/4 agreement or 100 per cent coding reliability, the data culled from the validation process, the data collated during the pilot testing and the triangulated evaluation from the respondents, and the observation notes including the assessments from the expert evaluators.

There are three research objectives of the study: (1) design an instructional strategy on critical literacy in reading English literary texts; (2) develop lesson exemplars based on the designed instructional strategy; and, (3) validate the developed lesson exemplars.

The present study deployed the direct content analysis where the framed step-by-step teaching method is determined based on existing teaching model or strategy. To resolve the first objective of this study, the process *“is to begin coding immediately with the predetermined codes. Data that cannot be coded are identified and analyzed later to determine if they represent a new category or a subcategory of an existing code. The choice of which of these approaches to use depends on the data and the researcher’s goals”* (Hsieh and Shannon, 2005, p. 1282). Four major concepts were extracted from the existing models and studies on critical literacy. It was seen in the paradigms proposed by various researchers that teaching literary text with a critical literacy stance commonly

involves: (1) ‘Setting the learners’ norm and culture or assessing what the students already know’, (2) ‘Scaffolding the learners’ critical stance’, (3) ‘Reinforcing the learners’ critical stance’, and (4) ‘Supplying critical task for learners’. These were the recurring themes that had been stipulated in the coding process.

3.1. Themed Categories as Distinct Features to the Proposed Instructional Strategy

This phase of the content analysis presents the underlying codes of the big ideas drawn from the existing teaching models. The categorization shows more definitive elements in each part of the proposed instructional framework.

Table 2

Salient Features of the Category 1 (‘T’)

Predetermined Category	Codes Derived from Existing Models	Subcategories	Big Category	Named/ Themed Category
Engage (McLaughlin & Devoogd, 2004)	• Thinking Opener • Thinking Vocabulary (L2 Characteristic) • Language and thinking strategies • Choice and autonomy • Initiating Engagements (and Potential Resources) • Engagements • setting the classroom mood	Infusion of the thinking process Activating interests and schema (‘<i>knowing students’ already know</i>’)	Motivating Process	Tapping the Learners’ End

Through the consolidated data culled from the linear set of activities – the analyzed research papers and models of framework for teaching critical literacy – there is

a slight difference in setting the classroom mood; this involves invitation to inquiry by breaking the commonplace in the class discussion. In one study, the teacher encouraged the students to speak and process the reading material with the students through allowing them to form ‘U-shape’ discussion so as the a mechanism of refuting and supporting author’s claim would be made possible in a welcoming environment (Valdez, 2012). In addition, Campano (2010) posited that 21st century learning environment is be needed to promote the key skills in learning, though his study primarily focused on collaborative learning among future teachers in enhancing their critical thinking skills in selected word processing activities.

According to Vasquez et al (2002), to put a critical edge in the curriculum it is vital to realize how to initiate engagements which further tackle the shared experiences of learners encompassing their personal anecdotes, choices, influences, and personal ideologies. More than motivating the students to learn, the teacher must inject engaging activity at hand to unpack the assumptions and beliefs of the students. It was also reiterated that a careful selection of potential resources should take place. Teachers create opportune engagements and resource or texts/ selections for the students to see multiple perspectives and alternative viewpoints to a social issue.

Table 3

Salient Features of the Category 2 ('O')

Predetermined Category	Codes Derived from Existing Models	Subcategories	Big Category	Named/ Themed Category
Guiding (McLaughlin & Devoogd, 2004)	• Read-aloud technique to facilitate the reading activity • Bookmarked techniques with questions • Language and Text forms • Text Forms and Critical Thinking • Language and critical thinking • Thinking Actively • Think-Aloud Strategy	Reading Demonstration and sharing (Teacher-facilitation) Infusion of language and text forms Thinking Demonstration and sharing (Teacher-facilitation)	Scaffolding Process	Overseeing the Students' Thinking

Based on Table 3, it is clear to note that the process of putting critical edge on the curriculum involves a significant participation of teacher-facilitator. There needs to have a use of meaningful conversation – it may involve demonstrations and read-aloud techniques in facilitating reading activity. Likewise, McLaughlin & Devoogd (2004) proposed bookmark techniques that can help reinforce and differentiate the reading experiences of the learners. In this part, learners are being '*scaffolded*' or guided on the reading of the text.

Learners are being challenged to mark up the confusing parts or the interesting scenes they may get from the text being read. In this part, through the guide questions stipulated in the reading activity, language-and-text forms infusion takes place where students are challenged to reflect on the varying contexts of political, social, moral,

scientific and cultural essence of the materials being read (Lopez, 2010). Moreover, through the invitation to inquiry that happens in the reading experience of the students, the infusion of text forms and critical thinking happens where a learner can judge reasonably whether the socio-political information given in text forms are accepted or rejected.

Table 4

Salient Features of the Category 3 ('T')

Predetermined Category	Codes Derived from Existing Models	Subcategories	Big Category	Named/ Themed Category
Extending (McLaughlin & Devoogd, 2004)	• Problem-posing Tasks • Alternative text • Switching strategies • Social Issues and Text Forms • Social Issues and Critical thinking • Language and social issues • Invitation to inquiry • Active exploration • Analyzing the text through a critical task	Metacognitive Activities on Critical Literacy Infusion of social issues in discussion Inquiry-based learning	Reinforcing Process	Thinking about Thinking

Vasquez & Egawa (2002) postulated applying questions, tools, and methods of inquiry in the process of putting critical edge in the curriculum. In this stage, the learners, with the help of the teacher, analyze the text through a critical task while discussion is at hand. Campano (2010) posited that active exploration could happen in an opportune time

when students think critically and collaborate meaningfully with others. In applying critical literacy in the class discussion, active exploration likewise occurs when the students are being tasked to critically interrogate the texts to further tackle social issues and integrate their personal voices and values where language is being infused to social issues.

Lopez (2010) reported that language is the vehicle towards expressing social issues that is why meaningful conversation in the class gauge much more sharing and free expression to share thoughts and ideologies. Through this mechanism the infusion of social issues to text forms, critical thinking and language come into play. This notion supports that 'critical thinking of an individual is best at work when he/she deals with social issues that directly affect his/ her life' (Lopez, 2010; p. 137). McLaughlin & Devoogd (2004) suggested strategies to employ critical literacy reinforced in class discussion. They introduced problem-posing tasks which include questions toward building equity from any socio-political issues that are being delved in class. Furthermore, to capitalize on the critical edge of class discussion, alternative texts and switching elements are also being presented. To wit: ethnic, gender, setting, theme, relationship and clothing switches.

Table 5

Salient Features of the Category 4 ('S')

Predetermined Category	Codes Derived from Existing Models	Subcategories	Big Category	Named/ Themed Category
Reflecting (McLaughlin & Devoogd, 2004)	- Analyzing the text through a critical task (poster essay) - Applying your thinking - Thinking strategies and social issues - Thinking strategies and text forms - Thinking strategies and critical thinking - Reflective action plan - Authentic feedback from peers - Opportunities for organizing and sharing	Critical literacy application through different tasks Thinking Strategy Infusion Peer Collaborative Assessment	Assessing Process	Supplying Metacognitive Critical Task

The end-goal of a '*critical*' lesson, program or curriculum is the creation of organized and shared output towards building equity. Learners must have displayed their ideas, plans, knowledge through an artifact made representing the main thrust of the conversation happened. Vasquez and Egawa (2002) as published in the National Council of Teachers of English (NCTE) gave suggestive measure to promote sharing of thoughts through a '*Graffiti*' wall where participants are asked to jot down comments, questions, connections, and issues that are raised during meeting. They likewise proposed the idea

of Reflective Action Plan so as to take new action towards realizing future directions or individual learning activities employed by the teachers.

P.D.R.S. as proposed by Campano (2010) involved the sharing mechanism among the students. In this critical thinking process, the learners shared and received constructive and authentic feedback from peers. Moreover, analyzing the text through a critical task also helps the learners to evaluate and judge the text based on their own voice. Valdez (2012) conducted a Critical English language teaching to investigate critical pedagogy. He used poster essay as a task which the College students needed to do. Students gave varied interpretations of the text and creative strategies in understanding the text being read. Through the activity, they were able to show their personal voices and ideologies about the social issue, use language as an instrument to challenge oppressors of the marginalized, and engage meaningful dialogue with the text by attacking the text and the beliefs underlying therein.

By employing the critical task which focused on gender politics, the students have involved in a significant social, economic, and cultural inquiry towards critical literacy development. Furthermore, the infusion of thinking strategies to language, texts and social issues is being taken at hand (Lopez, 2010). Through the '*critical*' task, the learners are challenged to find different ways on looking at a situation instead of being confronted and confined with only one perspective; likewise, being able to look into more issues underlying in text forms which may be political, economic, technological, moral or cultural. Deploying the critical task generally invites the learners to voice out their own power through a tangible effort.

3.2. The Proposed Instructional Strategy

The design was extracted and patterned from the existing models in foreign and local studies. The designs of McLaughlin and Devoogd (2004), Valdez (2010), Campano (2010), Vasquez and Egawa (2002), and Lopez (2010) have given few features as to the finalization of the proposed instructional strategy. To address the content reliability of the activities stipulated in the lesson execution, the critical dimensions mentioned by Van Sluys et al. (2006) and Ledington and Sandretto (2010) are considered to integrate the critical literacy-based engagement as the primary aim of the study.

The activities derived from the *Strategy Instructional Framework* (McLaughlin & Devoogd, 2004) involve setting classroom norms that involves explaining and using connection stems to further the theme of the text. Students are to engage in meaningful discussion prior the discussion of the text material. Thus, the initial process of this strategy involves tapping the learners' end. In this strategy, the learners are L1 speakers which constitutes free communication for they are used to the language.

Moreover, this model includes demonstrations and guidance from the teacher at hand. One strategy which can be used on this model is the read-aloud technique which scaffolds learners' reading engagement to the text. It is, likewise, manifested that the use of problem posing tasks like that of Alternative text activity or switching strategies gives much drill exercises for the students to be involved in metacognitive task. This strategy ends with the supply of the critical tasks for the students to promote reflective thinking towards a certain social issue or any task that break the commonplace (Van Sluys et al. 2002).

On the other hand, *Infusion Model* gives a good feature for social issues to be tackled. It does not emphasize a task which can be done by learners, and executed by the teachers for assessment purposes. Five components were formed into ten pairs of elements which constitute to the active involvement of both the teacher-facilitator and the students (Lopez, 2010). Based on the codes themed in this model, the introductory part of critical discussion involves application of social issues and critical thinking, language and thinking strategies, language and critical thinking. These constitute the elements being involved in tapping the learners' end – thinking opener and thinking vocabulary – since the students are L2 speakers. There are words that they need to unlock so as to prevent misconceptions and misinterpretations.

Moreover, the students are being guided as far as their engagement to the text is concerned. The teacher allows connection to the text forms which include the elements of thinking strategies and critical thinking. After being involved in the process of active thinking, the inclusion of metacognitive reinforcements are being stipulated: social issues and text forms, language and social issues, thinking strategies and social issues; and thinking strategies and critical thinking.

Common themes from the third model – P.D.R.S. – include active exploration, choice and autonomy and feedback from peers. The model capitalizes on the use of collaboration as a strategy in highlighting critical stance of the learners by engaging with the suggestive and corrective measures of fellow students towards improving the task. This supports the idea of Andreotti (2007) about the use of language power in the learners' reasoning progress. The model likewise constitutes to the value of sharing and

planning as vital elements in developing an authentic output. The strategic approach of the model applies not only to computer-mediated task, but also to critical pedagogies.

This framework capitalizes on the three themes namely: Tapping the Learners' End; Thinking about Thinking; and, Supplying Metacognitive Critical Task. It promotes the students' choice and autonomy to be engaged in active exploration (Campano, 2010). In this model, the learners are exposed to computer-mediated activities which promote independent learning. Critical pedagogy arises as the students share in the community of authentic feedback from peers and critical thinking tasks enabling them to learn from the reviews, commentaries, multiple perspectives and recommendations from their class (Gregory et. al., 2009).

Valdez (2010) contributed to the light of teaching critical literacy in L2 classroom. It can be seen that the highlight of this study revolved around the active engagement of L2 learners in critical pedagogy as derived from an actual class experience. The students are firstly exposed to an environment which breaks the commonplace of traditional teaching, and inclined politics in the texts being read (Bishop, 2014). Intimate learning atmosphere was set by the U-shaped discussion where the facilitator promoted discussion of viewpoints without any threatening factors and with the stance of knowing what they know about the text material or self-critical practices (Comber, 2001).

The teacher both guided and exposed the learners to critically question the texts using text themes, text patterns and oppressed-oppressor themes. The active class talk was being concluded by giving the learners an authentic assessment task to reinforce the critical issue being discussed through raising their personal voices and creativity.

Inquiry Cycle by Vasquez and Egawa (2002) capitalizes on the students' positioning and ideologies towards cultural texts. It highlights six cyclical processes encompassing students' critical reading stance. The value of text (potential resources) and its forms are being highlighted so that the critical learning experiences remain definitive. The cycle ends at reaching a reflective action plan which can likewise be the source of initiating engagements in critical pedagogy.

This cyclic process edges the critical model into four specific themes: (1) Setting the classroom norm and culture; (2) Scaffolding the learners' critical stance; (3) Reinforcing the learners' critical stance; and, (4) Supplying critical task for learners. Inquiry cycle (Vasquez and Egawa, 2002) involves underlying elements of initiating engagements and knowing the students' prior learning about the text through the potential resources for engagements.

In this part, text roles are being emphasized as to its impact to society and people. The model likewise involves demonstrations for guiding the students' critical experience which can be executed through text deconstruction and reconstruction or read-aloud and think-aloud techniques. Moreover, the learners are being involved into organizing their views in the culture and the themes of the texts through questioning activities which can also be capitalized as deconstructing and reconstructing of ideological expressions appear (Van Sluys et. al., 2006). After this process, the students share their opinions through creative tasks to promote equity using reflective action plan.

From the content analysis conducted, four major parts were extracted from the strategies and the small concepts of the existing models and studies on critical literacy. It was seen in the paradigms proposed by various researchers that teaching literary text with

a critical literacy stance commonly involves: (1) ‘Setting the learners’ norm and culture or assessing what the students already know’, (2) ‘Scaffolding the learners’ critical stance’, (3) ‘Reinforcing the learners’ critical stance’, and (4) ‘Supplying critical task for learners’.

Table 6

Overall Features of the Proposed Instructional Strategy

CRITICAL SCAFFOLDING METHOD						
PHASES	SUGGESTED ACTIVITIES				SYNTHESIS	
Activating Phase	Engaging	Setting the classroom mood	Plan It	Thinking Opener Input	Initiating engagements and potential resources	• Motivate • Activate interests
				Thinking Vocabulary	Engagement itself	• Activate schema
Modeling Phase	Guiding		Do It	Thinking Actively	Demonstration	• Revisit reading
					Invitations to inquiry	• Manage students’ thinking
Metacognitive Phase	Extending	Text questioning	Review It	Thinking about Thinking Applying Your	Opportunities for organizing and sharing	• Set problem-posing tasks
Doing Phase	Reflecting	Analyzing the text	Share It	Thinking Reinforcing	Reflective action plan	• Apply the thinking task
Culminating Activity For Different Critical Tasks				Thinking Task		• Provide active roles

Table 6 shows the sub-divisions where the proposed instructional strategy is patterned based on critical activities and tasks. In conducting the lesson, the critical areas (van Sluys et. al, 2006) play an important role in the processing of information and in discussing the springboard texts. In following the instructional framework, the L2

(particularly, Filipinos, for this paper) learners' needs have been given much consideration. This notion targets the creation of the instructional framework to cater the L2 community as far as critical literacy is concerned.

These processes have contributed to the formulation of the proposed method/strategy in teaching critical literacy among students. It capitalizes on the ways L2 students use their power relations and cultural experiences in interpreting the texts they read, however, not disregarding the dispositions they are in. In the educative process, the learner's end must have been major consideration; thus, primarily addressing their needs before any class discussion starts.

The instructional strategy purports to start with engaging the learner and scaffolding their learning activity. It is started with the T as ***Tap the Learner's End or Activating Phase***. There is a use of artifact or any motivating prior tasks as reading begins. The discussion should not progress unless issues, unfamiliarity of words (since L2 learners have tendency for ambiguous vocabulary), or any environmental problems are addressed. In this step, the teacher must have provided motivating tasks and background checking of learner's schema.

'Tapping the Learners' End' focuses on the engagement process to uphold student motivation, interests and schema activation. In this part of the lesson, the thinking opener aligns to the chosen critical text being read. If necessary, thinking vocabulary words are also stipulated in the process. Use of meta-cards and unlocking of difficulty could also be suggested as part of utilization process.

The second part of the instructional strategy (***Overseeing Students' Thinking***) involves revisiting of the text by reading. It is strategically done through metacognitive

reading tasks like brainstorming, group re-telling, bookmark techniques, and other reinforcement reading strategies. In addition to this, the reading material is to be given prior the lesson execution – a week or days before the lesson discussion.

The principle of scaffolding is used in this part of the teaching process. Reading can be assisted by the teacher-facilitator or the students who, by nature, are fast-readers; thus, the theory of M.K.O. (More Knowledgeable Others). The teacher acts as demonstrator, if needed for read-aloud techniques. In this part, the inquiry cycle is commenced. An overlapping process of ‘Text Questioning’ is done from this stage towards the third part: Thinking about Thinking.

Modeling, guiding and demonstrating are few of the scaffolding methods in enriching the students’ familiarity with the texts. As projected in the different theoretical bases, the formulation of the second step is then proposed: ***Oversee the Learner’s Thinking or Modeling Phase***. In this part, the teacher models critical literacy by providing questions that can intrigue the minds of the learners in understanding the text. Think-Aloud is an optional strategy to demonstrate thinking to the students by providing an explicit rather than implicit experience. The principle of questioning or interrogating the text through cultural, socio-political and personal experiences will break the commonplace of ideologies; and it likewise creates an interaction effect to the author’s view against the learners’. This is the start of inquiry-based learning in the process.

The third part of the strategy – ***Thinking about Thinking or Metacognitive Phase*** – capitalizes on the metacognitive skills of the students. The learners are given reinforcement task/s in developing the ‘beyond knowledge of the students’. It provides opportunities for sharing and organizing ideas presented from the texts. This part

magnifies the processing of critical literacy areas that the students need to develop like problem-posing tasks, switching strategies and attacking of the texts and raising awareness to building reconciliation to the marginalized and the oppressors.

Metacognition and reflective discussion build up the critical stance of the learners by providing problem posing tasks that can make students think beyond what they know and experience. In this strategy, *Thinking about Thinking* gauges the students to think critically. Switching strategies (gender switch, theme switch, setting switch) and bookmark techniques are suggestive activities to make questioning even escalate.

The fourth and the last part is the '*Supplying Metacognitive Critical Task*' or *Doing Phase*. This adheres to the application of thinking tasks and the development of the reflective action plan. The primary evaluation of the critical task is to make students active learners rather than passive 'critical' students. This means that this assessment strategy intentionally builds engaging tasks for the students to cultivate their voices and their indispensable perspective in attacking the text they read. But more than that, they can physically communicate, interact and involve themselves in the thinking process by providing critical task they need to do.

The instructional strategy is ended by supplying metacognitive critical task to the students. This is the assessment phase of the lesson exemplar. This concluding part gives the learners opportunities for actual manipulation of one's use of personal voice in dealing with the text. Tasks like poster essay, photo essay, blog entries, social media posts, digital storytelling or new media narrative and journal entries are few of the proposed performance activities.

To further maximize the critical literacy development in the class experience of the learners, culminating activity is optionally included in this model where students share, or reinforce the tasks they made. In the light of this part, the validators concurred to have this part included to the proposed strategy (Notes are found in the validators' comments and suggestions).

3.3. Structures of the Proposed Instructional Strategy as Exemplified in the Developed Lesson Exemplars

This paper sought to examine salient features of strategic and technical approaches in teaching critical literacy for students. One of the basic contributions of this pursuit is the formation of instructional framework for L2 communities which the researcher aimed to delve and examine as for the formulation of proposed linear steps in scaffolding the learners' critical literacy experience.

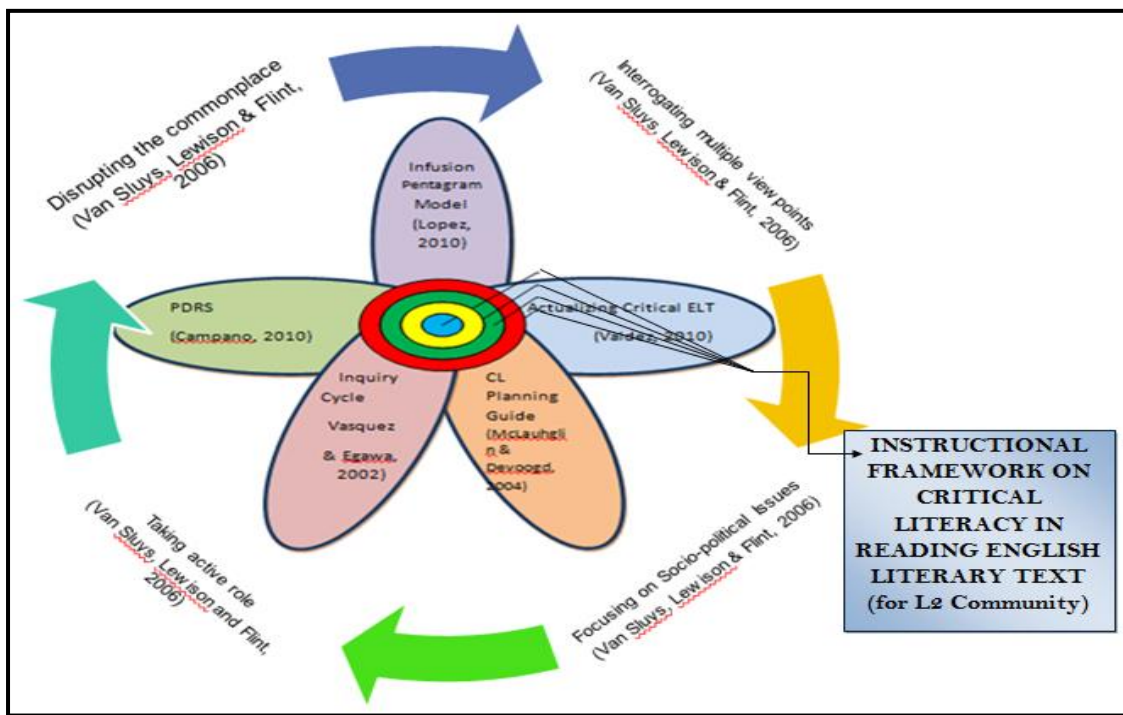


Figure 3. Critical scaffolding method and its phase

Figure 3 shows the research conceptual process in the development of lesson exemplar in teaching the emerging critical literacy in the educative process. The study adheres to the ample integration of different theories proposed by McLaughlin and Devoogd (2004), Valdez (2012), Lopez (2010), Vasquez et al (2002) and Campano (2010). The cyclical process of the following theoretical bases purports a new paradigm for teaching critical literacy among communities whose native language is not English, thus, the Critical Scaffolding Method presents four phases: (1) *Tap the Learner's End*, (2) *Oversee Learner's Thinking*, (3) *Think about Thinking*, and (4) *Supply Metacognitive Critical Task*. Moreover, the big circle that envelopes the whole paradigm depicts that all processes are covered through the four critical literacy areas proposed by Van Sluys et al. (2006) are also considered in the lesson integration. The lesson exemplar is to be gauged by the key areas which allow the students to engage in critical tasks and engagements. These concepts include “disrupting the commonplace, considering multiple viewpoints, integrating socio-political issues, and taking an action”.

The strategy starts at the first step labeled as “*Tapping the Learners' End*”. This is where the facilitator sets the learners' norm, mood and culture (Valdez, 2010). Moreover, it is important to identify what the students already know about the topic. This may involve the inclination of students' personal or any cultural experiences as far as the topical issue is concerned. It falls under initiating engagements (Vasquez & Egawa, 2002). By this process, the teacher opts to look for underlying issues or any alternative topics to tap the learners' critical stance; thus, creating a sensible means of discussion prior the lecture. Two of the indispensable features that this part also accentuates are the process of thinking opener and thinking vocabulary (Lopez, 2010). It is to capitalize on

the importance of the cultural language and the lived realities as the common ground to build connections in the discussion (Rubina, 2014). Language may be a main problem in the course of discussion, so it is vital to note that the students have this need to be properly positioned in terms of their language use which may commonly appear among L2 language users. These things are important into creating a critical dialogue among learners and teachers (Abednia & Izadinia, 2013; Kuo, 2013).

Scaffolding the learners' critical stance is the second step in executing the instructional strategy (Choo & Singha, 2011). This is where 'Overseeing Students' Thinking' happens. In guiding the students, several techniques may be given e.g. think aloud, read aloud, meta-cards, bookmarking techniques, and interactive text questioning (McLaughlin & Devoogd, 2004). This process transitions to the concept of building meaning-making practices among learners and giving problem-posing tasks which capitalizes on the metacognitive abilities of the learners; thus, being engaged in the process of 'Thinking about thinking' (Lee, 2014; Lopez, 2010). This part reinforces the learners' critical stance, and further develops the thinking application of the students (Lopez, 2010). Furthermore, both these two salient steps/ features of the proposed instructional framework – Overseeing Students' Thinking and Thinking about Thinking' – utilize the concepts of text interrogation, multiple viewpoints, attack-the-text paradigm by breaking the commonplace and equity promotion (Van Sluys, Lewison & Flint 2006). These processes build an active discussion into coming up with resolutions in typical social issues towards social action (Ko & Wang, 2013).

As exemplified in the critical models, supplying critical tasks for learners build a more practical way to make them active from being passive, and their voices be heard

(Van Sluys, et al, 2006). Through a task, learners can intuitively and freely think on how to strategically voice out their perspectives toward an issue. By this, it can further resolve the problem on language use as inhibiting factor for text processing which is an agent to prevent critically interrogate (Weninger & Kan, 2013). In this step, the principle of sharing and doing are likewise helpful to create a discussion on the individual outputs made by learners (Campano, 2010).

The second objective of the study is the development of lesson exemplars using the proposed instructional strategy. Five lessons were planned and executed to further integrate critical literacy using the English texts with leading social issues. Topics included gender roles, ethnicity and addiction. Careful analysis of the activities were observed as far as critical dimensions are concerned (Van Sluys, et. al, 2006).

3.3.1. Tapping the Learners' End

Students' perceptions play important roles in the 'comprehensibility' and the effectiveness of a lesson as for the needs of the learners. Given that the students were 'intensive readers', the results suggested that the outcomes herein were inclusive for the kinds of the class/ group. However, another perspective was raised as the evaluation progressed to the expert evaluation through observation – especially for the consumption of the regular high school students.

Table 7

Student Assessment (Lesson 1)

SESSION 1: STUDENT VALIDATION				
Student	Question 1	Question 2	Question 3	Question 4
A	4	5	4	5
B	4	3	3	3
C	4	5	5	5
D	5	5	5	5
E	5	5	4	3
F	4	4	3	3
G	4	5	3	3
H	5	4	4	5
I	3	5	5	5
J	3	4	4	4
K	4	5	4	5
L	3	4	4	4
M	5	5	5	5
N	4	3	4	3
O	4	5	5	4
P	3	5	4	3
Q	3	5	4	2
R	5	5	5	5
S	2	4	5	4
T	5	5	5	5
U	3	5	3	4
TOTAL	82	96	88	85
AVERAGE	3.9	4.6	4.2	4.0
DESCRIPTION	Average	Very much	Very much	Very much

Table 7 shows the results of the students' validation for Lesson 1. The first lesson was rated by the students as average (3.9) in the area of 'Disrupting the Commonplace, Very Much (4.6) in 'Considering Multiple Viewpoints, Very Much (4.2) in 'Focusing in Socio-political Issues', and Very Much (4.0) in 'Taking an Active Role'. The students' engagement and active participation – additionally, the improvement of language learning –could be brought by the strategic inclination of the lived realities executed by the teacher-facilitator (Rubina, 2014).

The results on this lesson gave more student exploration of curriculum outside the school confines (Van Sluys et al. 2006). Based on the perceptions of the raters, the activities and the experiences manifested in this lesson seemed to encourage students to think and engage themselves with the disruptive texts. These high remarks connoted that the text, the problem-posing tasks, and the critical socio-political inclination of the students being active, rather than passive, provided positive influence to the thinking process and motivation of the learners. Janks (2010) concurred with this thought towards realizing the critical literacy model of power, access, diversity, and design.

Table 8

Student Assessment (Lesson 2)

SESSION 2: STUDENT VALIDATION				
Student	Question 1	Question 2	Question 3	Question 4
A	5	4	4	5
B	5	5	5	5
C	4	5	4	5
D	5	5	5	5
E	5	5	3	5
F	5	5	4	5
G	4	5	5	4
H	4	4	5	5
I	5	4	5	5
J	5	5	4	5
K	5	5	5	5
L	3	5	4	5
M	3	4	3	4
N	5	5	5	5
O	5	5	5	5
P	5	4	4	4
Q	4	4	3	3
R	5	5	5	5
S	5	5	4	4
T	5	5	5	5
U	5	4	4	5
V	5	5	5	5
TOTAL	102	103	96	104
AVERAGE	4.6	4.7	4.4	4.7
DESCRIPTION	Very much	Very much	Very much	Very much

Table 8 shows the results of the students' validation for Lesson 2. The second lesson was rated by the students as Very Much (4.6) in the area of 'Disrupting the Commonplace, Very Much (4.7) in 'Considering Multiple Viewpoints, Very Much (4.4) in 'Focusing in Socio-political Issues', and Very Much (4.7) in 'Taking an Active Role'. Based on the results, this lesson showed high impact to the students' critical stances. Thus, the utilization of attacking the text was given much opportune time for the students to relate through critical dialogue which promoted active engagement (Abednia & Izadinia, 2013; Kuo, 2013).

Having minor gaps among the high scores remarked by the respondents indicated a positive impact on the areas of experimenting socio-political and action-oriented posing tasks. This claim supports the idea of Van Sluys et al. (2006) about the critical investigation and involvement into delving the marginalized persona in the texts. Thus, there existed a wider platform in creating opportunities to introduce new social practices. Likewise, learners can "read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships" (Coffey, 2008).

Table 9

Student Assessment (Lesson 3)

SESSION 3: STUDENT VALIDATION				
Student	Question 1	Question 2	Question 3	Question 4
A	5	4	3	4
B	4	5	4	5
C	2	5	4	4
D	3	5	3	5
E	4	3	3	4
F	5	4	3	4
G	5	5	3	4
H	5	5	5	5
I	4	5	4	5
J	5	5	4	4
K	5	5	5	5
L	4	5	4	5
M	5	5	3	5
N	5	4	3	5
O	5	5	5	5
P	3	5	3	5
Q	5	5	5	5
R	5	5	5	5
TOTAL	79	85	69	84
AVERAGE	4.4	4.7	3.8	4.7
DESCRIPTION	Very much	Very much	Very much	Very much

Table 9 shows the results of students' validation for Lesson 3. The third lesson was rated by the students as Very Much (4.4) in the area of 'Disrupting the Commonplace, Very Much (4.7) in 'Considering Multiple Viewpoints, Average (3.8) in

‘Focusing in Socio-political Issues’, and Very Much (4.7) in ‘Taking an Active Role’. Luke (2012) described this marginalized students to freely express their struggles as noticed in the high results of the critical literacy dimensions assessed herein.

Notice that in the results, there was a small difference on the area of focusing socio-political issues. Learners were given independent role in sharing their personal perspectives on the texts being read, rather than being fed by the facilitator through the confined knowledge from the teacher and the text. In this lesson, the teacher focused more on students’ inclination and active engagement – their voice as a means to understanding the texts (Janks, 2000), and exercise power through language use (Flint, Lewison & van Sluys, 2002).

Based on the findings, the learners were able to express their active participation in interrogating the text and giving attention to the silenced and oppressed drawn from the text. This notion concurs to Gainer’s (2010) who purported that critical literacy teachers give ample chances for the learners to reconstruct and question the text which does not reflect to their self-identities.

Table 10

Student Assessment (Lesson 4)

SESSION 4: STUDENT VALIDATION				
Student	Question 1	Question 2	Question 3	Question 4
A	5	5	5	4
B	4	5	4	5
C	5	4	4	4
D	5	5	3	5
E	5	5	5	5
F	5	5	5	4
G	5	5	5	5
H	5	5	4	5
I	5	4	5	5
J	4	5	3	5
K	5	5	5	5
L	3	4	4	4
M	5	4	3	4
N	5	5	5	5
O	4	5	5	4
P	4	4	4	4
Q	5	5	5	5
R	5	5	4	5
S	5	5	5	5
T	5	5	5	5
TOTAL	94	95	88	93
AVERAGE	4.7	4.8	4.4	4.7
DESCRIPTION	Very much	Very much	Very much	Very much

Table 10 shows the results of students' validation for Lesson 4. The fourth lesson was rated by the students as Very Much (4.7) in the area of 'Disrupting the

Commonplace, Very Much (4.8) in ‘Considering Multiple Viewpoints, Very Much (4.4) in ‘Focusing in Socio-political Issues’, and Very Much (4.7) in ‘Taking an Active Role’.

The results above present a positive implication of the lesson conducted. This showed that students were able to have chances of standing up for the principles and values they believe in, and allow expansion of thinking be done as they listen to various views and perspectives (Ko & Wang, 2013). It was likewise seen that the learners were subjected into connecting themselves with developing conversations for them to clarify and relate topics which were important to them. Thus, this notion supported the claim of Read Ontario (2009) that talked about the freedom of the students to relish and engage themselves with relevant/ relatable and meaningful conversations.

3.3.2. Overseeing Students’ Thinking

There were strategies that enabled the students to process their thinking, and be guided as to the reading and thinking process. The class discussion – specifically, the reading part – was conducted with a multimodal engagement in meaning-making processing of the students which eventually capitalized on the ideological stances of the learners which supported the theoretical mode proposed by Archer (2011) and Lee (2014). Consider the activities below:

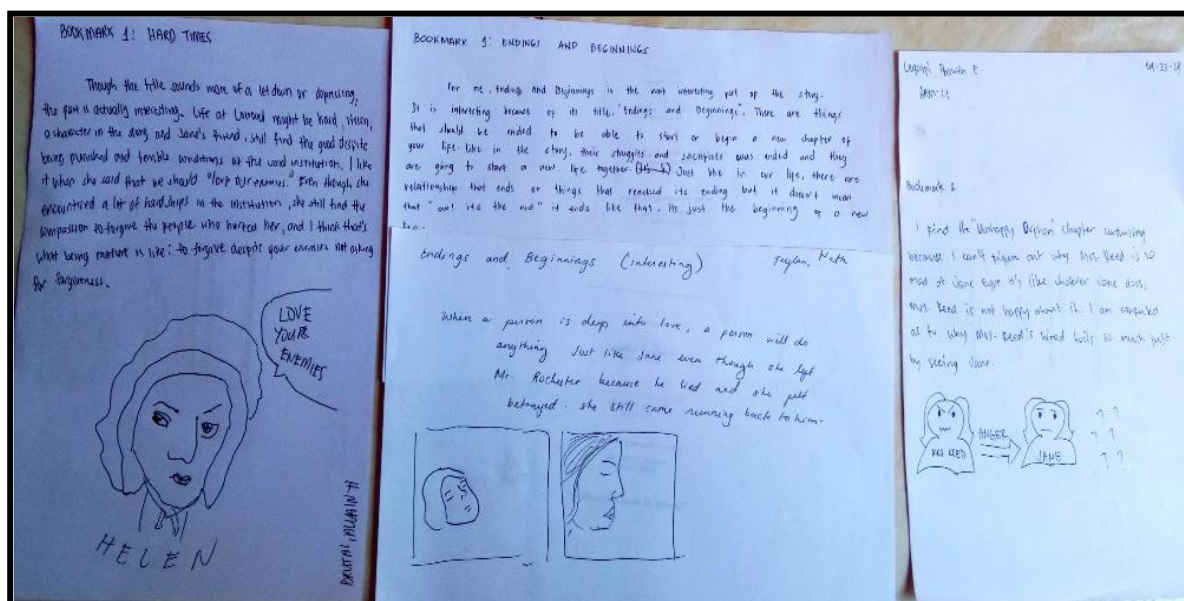


Figure 4. Bookmarked outputs as reflected in the life Jane Eyre

In these samples, the students were able to reflect on the story's plot and incline their own voices as 'active' readers, instead of passive. They were able to freely select the chapter of their choice and the interesting parts that they wanted to delve more. One student expressed, "When a person is deep into love, a person will do anything." It was added by more of a metacognitive thinking by a student saying, "I think this is what being mature is like (by forgiving the people in spite of...)." Likewise, another student, through this writing task, freely used her own voice without language inhibition, and also manifested a sense of cultural use of the English language: "I 'wanna' know not why Mrs. Reed's head 'boils' only by seeing her." Through these writing prompts, the learners utilized their own personal voices and shared experiences without inhibitions (Vasquez & Egawa, 2002).

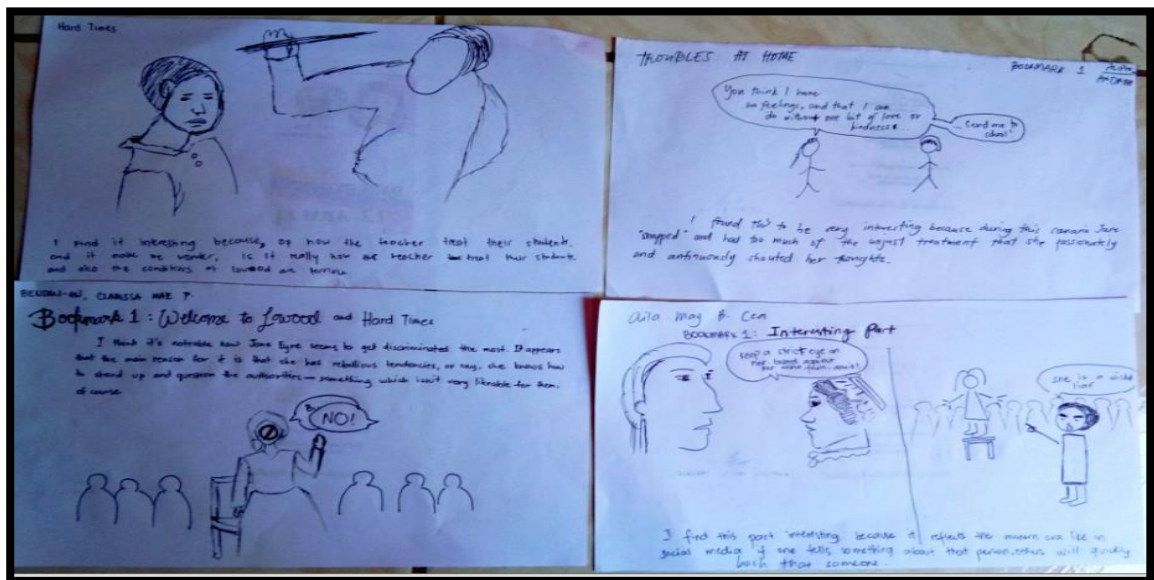


Figure 5. Bookmarked outputs as reflected in the setting, Lowood

The bookmarked outputs of the students show how their personal viewpoints and understanding related to the text they read. This also promoted expansion of thinking upon listening to multiple viewpoints (Ko & Wang, 2013). Upon illustrating their comprehension about the text, they could also interpret the parts of the text they found interesting and confusing. They were able to recount their personal attack to the texts while facilitating their comprehension to the text.

As mentioned from the selected outputs:

*“I find this part (Hard Times) interesting because it reflects the **modern era like in social media if one tells something about that person, others will quickly bash that someone.**”*

*“(Hard Times)... I like it when she said that we should love our enemies. Even though she encountered a lot of hardships in the institution, she still find the compassion to forgive the people who hurt<ed> her, **and I think that’s what being mature is like: to forgive despite your enemies not asking for forgiveness.**”*

*“For me, Ending and Beginnings is the most interesting part of the story. It is interesting because of its title... their struggles and sacrifices <was> ended and they are going to start a new life together. **Just like in our life, there <are> relationship that ends or things that reached its ending but it doesn’t mean that “Ow! It’s the end” it ends like that. It’s just the beginning of a new life.***

Looking at the samples above, one similarity observed was that the students – after giving the text-based concepts for comprehension – were able to relate and inject their opinions as to the further elaboration of the meaning of the part they were interested in. This concurred to the idea posed by van Sluys et al. (2002) that the tasks are trajectory and aligned to the concept of disrupting the commonplace and involving socio-political issues. It was noted in the first extract that bashing evolved in a way as seen through social media posts; thus, supporting the claim of Choo and Singha (2011) that scaffolding through teacher’s selection of texts can promote connection to students’ personal experiences and cultural relations. Its relevance concurs the idea in the past that attacking someone else’s identity could be hardly done; but nowadays, through the platform offered by the social media sites, this kind of human activity can be done with an ease through ranting, bashing online, or instant messaging.

Another activity which allowed student-teacher scaffolding was the 'Usage of Connection Stems' (McLaughlin & Devoogd, 2004). The students used the connection stems/ connectors, '*I think that*' and '*Just like in our life*'. These signaled the abrupt transitioning to making students active readers by supplying their personal anecdotes and even opinions in connecting ideas from the material being read. This task enabled the students to explicitly connect their personal experiences and viewpoints as manifested in the reading process.

Similarly, the 'Read-Pause-Make Connections' provided by McLaughlin and Devoogd (2004) promoted reading engagement which invited students to think critically. The tasks involved series of questioning tasks like the 'Bowl of Ogres' where the students were challenged by serious questions about the texts and community-related issues. Teacher-made discussion questions were also postulated in this part where the learners answered through their own opinions and stances as to how they could relate to the texts. Through these different strategies, the learners (respondents) mentioned about sharing their personal ideas about the text, providing opinions and (biased or subjective or culturally-bound) perspectives and improvement of power relations.

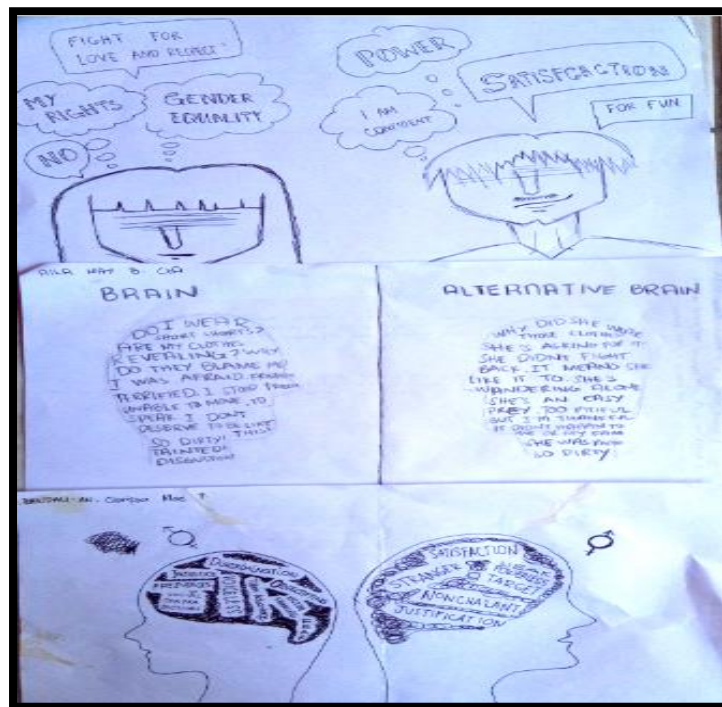


Figure 6. 'Brain and alternative brain' outputs

In this part of the activity, the learners clearly used their own voices in dealing with the perspectives of the two characters in the text – the victim and the victimizer. Through their careful reflection, some thoughts that they were able to prompt in the part of the 'BRAIN' were 'gender equality', "Are my clothes revealing, why?" and 'voiceless'. On the other hand, conclusively the students seemed to counter-attack the 'ALTERNATIVE BRAIN' saying, "Nonchalant. Justification. Target: the Powerless." All these were all based on the learners' take on the text they read which really impacted how they reacted to society they lived in which seemed to disrupt the commonplace (Van Sluys, et. al., 2006).

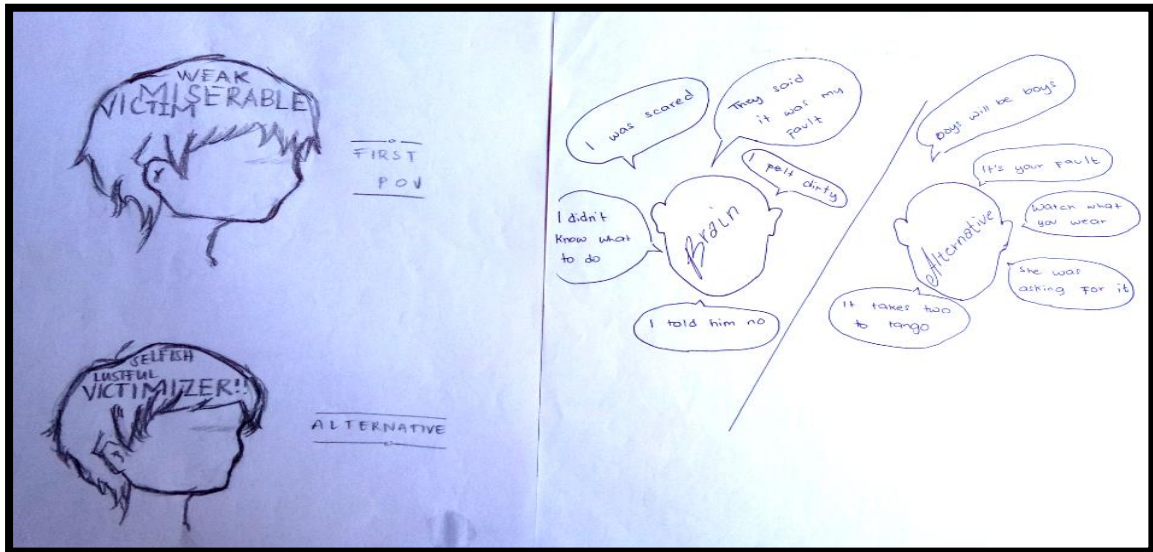


Figure 7: 'Brain and alternative Brain' outputs

It was seen in the presentation of the students that there were existing forces between two entities in the text: one was the oppressed and the other was the oppressor. It was, likewise, explicitly instructed in the activity as victim and victimizer. Through this activity (Brain and Alternative- Brain Sketches), the respondents were able to play between two perspectives. As manifested in the text, female, at that, was the victim, and the male counterparts were the oppressors. The students wrote words as for the thoughts of each character in the text. The oppressed had notably reverberating words like voiceless, injustice, discrimination, objectified, victim-shaming, terrified, tainted, dirty, weak and miserable. They even added phrases and statements like *"Are my clothes revealing?"*, *"Fight for love and respect!"*, *"Calling someone by her name is better than any cat-calling."* On the other hand, the alternative brain was given life by the students as nonchalant, justifying, targeting the powerless and weak, power, selfish, lustful, and

satisfaction. Moreover, there were statements mentioned as *“Why did she wear those clothes?”*, *“She’s asking for it”*, *“She’s wandering alone. She’s an easy prey”*.

Based on the comments and thought bubbles mentioned by the students, it was noticed that they described the ‘Brain’ or the ‘Victim’ often refrained from speaking up. It seemed like they were categorized as powerless entities, depressed, and isolated people in the community. On the other hand, the ‘Alternative Brain’ or the oppressors were branded as predators in general. The existing powers between two opposing forces were reflected as such, and the students carefully scrutinized the ends of both.

However during class discussion, one learner emphasized that the victims of harassment were not only happening among women. It was noted that it was only very common to hear news about victimized females in the society. This analysis of the learners fell under the breaking of the commonplace. They also challenged the socio-political bias that most of the women were being harassed, but also men at that. This was shown by the picture below:



Figure 8. Male perspective on harassment

The picture above shows the student who said that physical harassment was not only happening among females, for he, himself, also experienced one instance being harassed by someone. It was also supported by the female respondent saying that even through the social media sites and authentic videos on YouTube where male harassment was shown gave pertinent evidences that this was true even in both sexes. This careful judgment of the students and their free sharing of thoughts in the class already suggested that the questioning and the activities presented to them had invited them to lift multiple viewpoints, thus, enhancing the critical literacy- based discussion in class (Sandretto & Ledington, 2010).

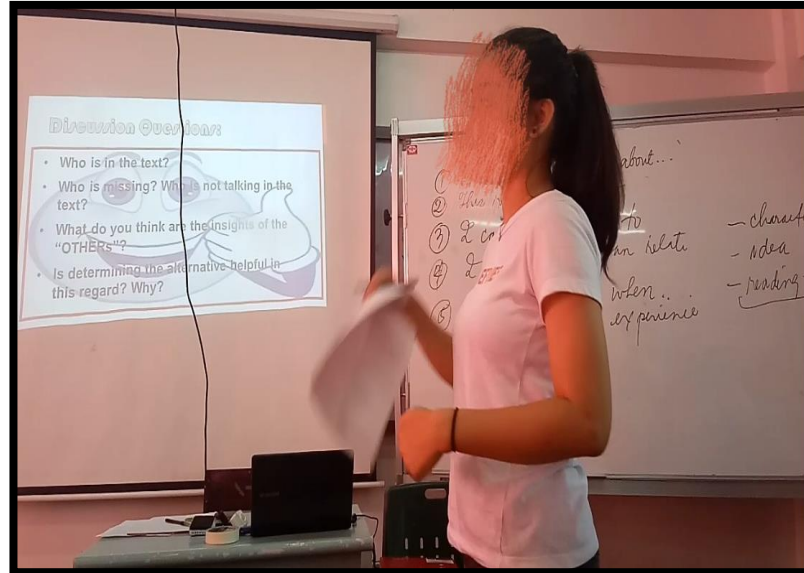


Figure 9. Female viewpoint on harassment

(A female student sharing about YouTube videos online which depict harassment done to males.

She answered the question, '*Who is missing? Who is not talking in the text?*')

In addition, students portrayed great interest in sharing their individual notions from the texts they read through writing. As manifested in Session 4, the learners enjoyed the scaffolding technique of using meta-cards in interpreting the texts (Bruner, 1976).

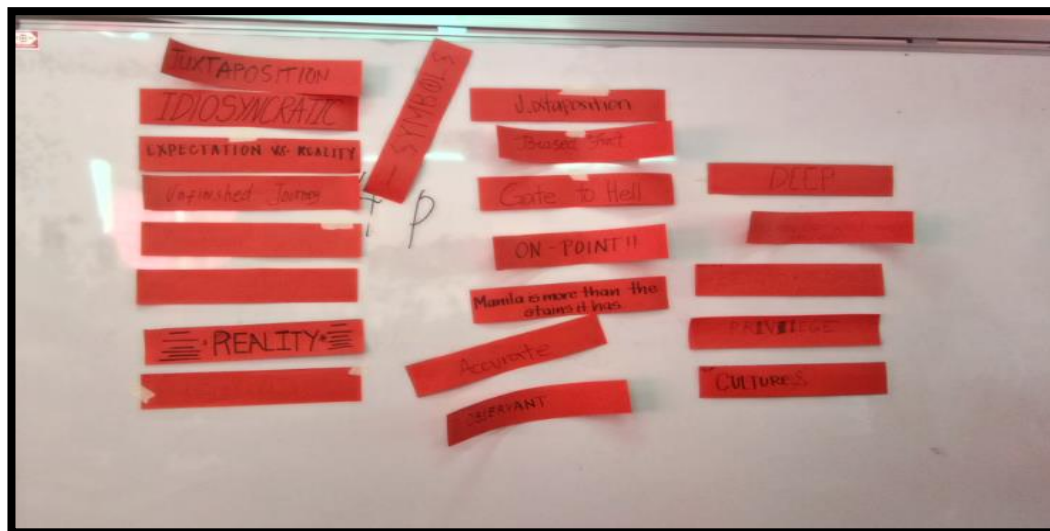


Figure 10. Gist synthesizers showing the notions of learners

Given the sample responses above from the ‘Overseeing the Learners’ Thinking’ part of the lesson exemplar, the learners expressed multiple ends. They were instructed to write their one-word gist about the text they read, and the results seemed contradicting. Others agreed to the perspective of the author by the words: Gate to Hell, Reality, On-point, and Accurate”. Some even claimed as well that they were ashamed of their country. On the other hand, an opposing view declared their nuances as ‘Unfinished Journey’, ‘There’s more than what meets the eye’, ‘Manila is more than the stains it has’. This strategy gave the learners to voice out their feelings about what they read. On this side of the students, some showed great concern for the beautification of Manila. One exclaimed, *“The problems that Manila is facing right now are not constant. We, the Filipinos, made it like that. There are problems because of us, so before it is too late, don’t let it be a trash of the Earth. We must take an action for this.”* It was prevalent from

the message of the student the call for Filipinos to action, thus, allowing the student to raise her voice as an individual.

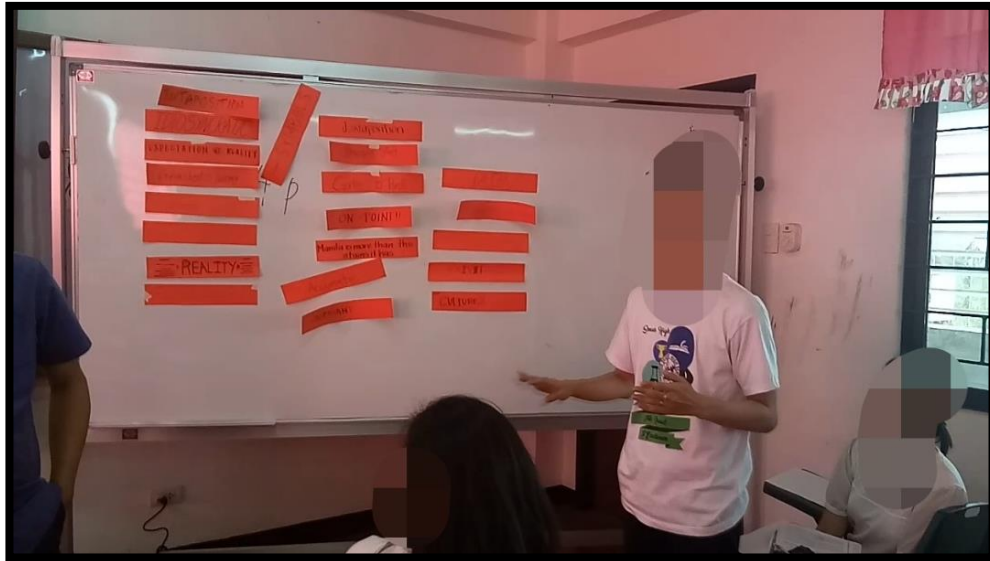


Figure 11. Culminated lesson gist portraying a student's lens on the topics

Figure 11 shows a student sharing his point about the gist he presented. In general, through their various claims, it was noted that the critical literacy criterion of disrupting the status quo (of being passive to such similar issue) was elevated. Nevertheless, the task did not end into raising the opposing perspectives of the text, but allowing the students to feel the active roles in resolving the issue and promoting equity from the succeeding tasks in the discussion.

3.3.3. Thinking about Thinking

The discussion on the conflicts between the two forces did not just end in providing both ends and their perspectives which were drawn from the thoughts of the students. The students were also given the task of communicating their advocacies and supporting programs to help resolve the issue restricted in the course of discussion. Students recommended the following:

- Educate the public. Conduct seminars to raise awareness about social problem. Teach them ways to escape the situation if ever they find themselves as victims, techniques like self-defense using pepper spray.
- Child protection. Protecting the innocent child against predators would greatly reduce the issue since children that <is> innocent and naïve were the common victims of sexual abuse.
- Promote women's rights and gender equality. Men and women are treated equally with the same power, status, responsibilities, and opportunities of fulfilling their potentials.
- I shall propose a program that teacher EVERY CHILD/TEEN about the birds and the bees, and about sexual abuse and the corresponding punishments. THIS PROGRAM IS FREE AND EVERY CHILD/TEEN IS REQUIRED TO ATTEND.
- Since there is already a law to avoid sexual harassment and catcalling, I that's not enough to eliminate fully sexual harassment. We should educate

everyone, both male and female by the means of having seminars... Both male and female can be a victimizer, so they should be educated about this.

Shown in Figure 12 is the sample 'Disclaimer Notes' of a student which summed up all the advocacies and proposed programs that the students wished to eradicate or slowly eliminate during the discussion. Consider the text below:

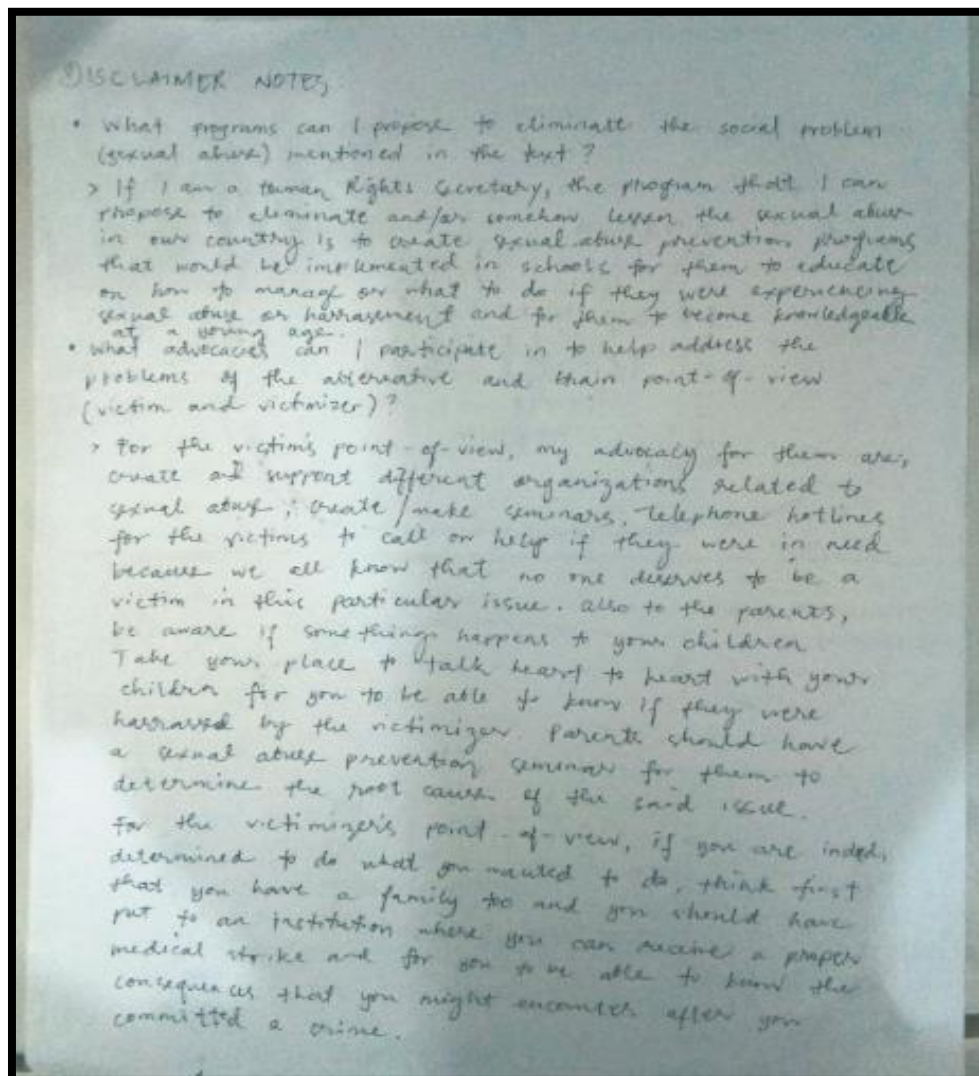


Figure 12. Sample disclaimer notes for re-emphasizing learners' stance

It was noted in the sample output of the student that the task invited his power/stance to be more active rather than passive in the community he was in. It seemed true as well in the way the other comments and suggestions were lifted from the reflections of the students. She exclaimed, *“For the victims’ point-of-view, my advocacies were to create and support different organizations related to sexual abuse, and to create seminars and talks about this critical issue.”* In this activity, the advocacies revolved around instigating seminars and awareness for all the oppressed groups since the social problem can both victimize both sexes. It was also noted that the common responses centered on the empowerment of children and women rights.

Both the topic and the lesson exemplar catered the abilities of the students to engage to the texts, to determine multiple perspectives, to attack the socio-political points and the influence of the material and the tasks to allow students to be active rather than passive.

Moreover, session 3 highly depicted the use of power relations and provided reinforcement for the students to independently think beyond their thinking. The students were able to expand the boarders from the first person perspective to the third person who could relate to the character in the story – who was a gamer. During the class discussion, the teacher-facilitator encouraged the students to write their reflections and answers about eliciting questions posted. One of the questions raised was the identification of marginalized or oppressed and the winning status of the gamers. The leading query was: “How are you empowered and at the same time marginalized when you participate in online games?” Through this, the discussion grew more and more in depth that motivated all the students to interact: from the real gamers to the non-gamers and from the male

gamers to female gamers. The respondents engaged in meaningful discussions of the topic.

Few of the striking shared ideas and opinions raised were clearly experiential on the part of the learners. Some even noted that they could learn from their gamer classmates. Notice that the responses of both gamers and non-gamers enhanced their power to voice out their ends about the topic.

A non-gamer student mentioned, *“You may gain peers through participating in games. You may also gain skills, of course. And while it may promote improvement, it may also be limiting when excessive <playing> for gaming might take over your activities, etc.”* Another student added, *“I think playing games or being a gamer is not bad as long as you know how to handle your capabilities as a human. Like what the protagonist in the story did, he thinks that he doesn’t belong in the real world that’s why he uses to play arcade games for him to be alive. I am not agreeing that gaming is destroying one’s identity, it is somehow beneficial to the gamers considering the STRATEGIC planning that the mind of gamer is working, and in-tact to a specific goal, goal to win.”*

Using the concept of looking into the ends of the “OTHERS” can build connection to disrupting the commonplace among the students. Likewise, multiple perspectives were also seen, and realized by the student-respondents in this part of the lesson exemplar. Notice the use of power relations by the students through the words they expressed by giving pieces of advice, and the powerful words they instigated and promoted to edify gaming in a sense. Through the sharing done and the experiences and anecdotes presented by other students, Student 3 (a non-gamer) was able to provide thoughts about

strategic planning in games, which when applied in real-life could be a source of one's success.

Cultures and socio-political perspectives in gaming were also tapped in this class. Allowing one 'legitimate' gamer in the class to share, he mentioned about 'PEE-NOISE' as weak and noisy gamers which Filipinos are famous for/about. Moreover, women characters in online games usually were the strong entities in the realm of game competitions.

Figure 13 shows a legitimate student gamer sharing about cultural biases among gamers around the world. He mentioned that even in the virtual world, Filipinos were being discriminated. In his own experience, he once got ashamed of revealing his Filipino identity to other virtual player to avoid bashing and prejudice.

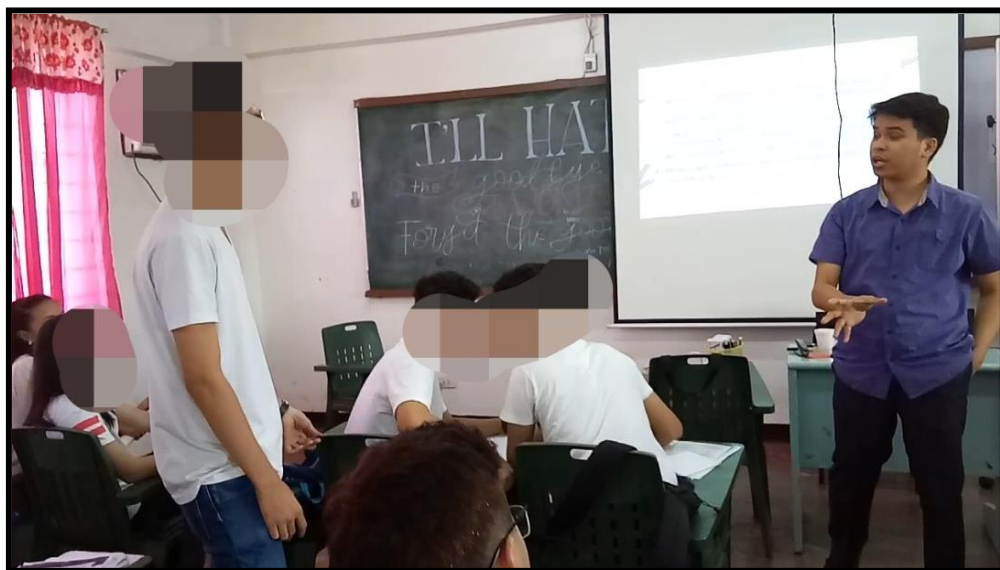


Figure 13. Confessions of a gamer in line of his virtual experiences

The discussion also had become more in-depth when a student-gamer likewise shared his knowledge about the breakthroughs in gaming. He said, *“Gaming is being a sport nowadays.. and there <is> some people who study about games.. and looking for glitches and they <has> beta-testers. They play the games; and they can <ahhh> money through that.”* The idea that gaming is vended for sports now was an indicator that the topic was very relatable to the students, and their inclination to this breakthrough incited to use their power and voices. Moreover, the socio-political issues about gender biases and racism were incidentally tackled as manifested in the responses of the students in the “Contra-Courtroom Activity”. A student shared, *“Sometimes, it is the old or experienced people who dominate the games. The powers concentrated mainly on the strongest players and the relations are between the mightiest.”*

Figure 14 displays student who shared about the breakthrough in world games. Through this sharing, there was clear evidence on the links between text and personal experience/ knowledge of the learners.

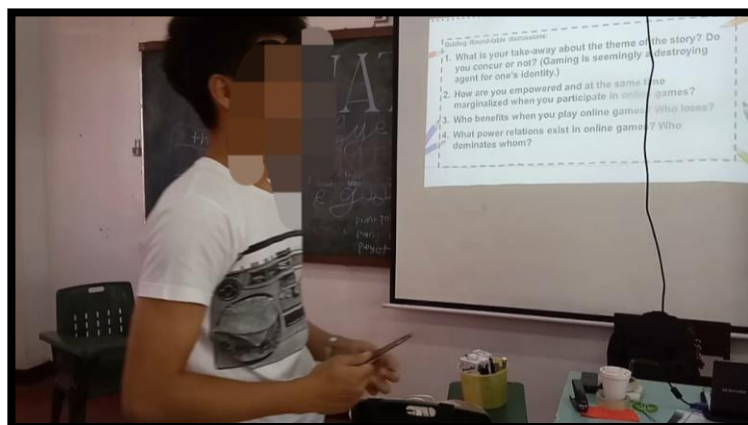


Figure 14. Additional inputs of a student-gamer’s perspectives on computer addiction

The text, as well as the discussion questions clearly allowed the students to share their personal ideas and anecdotes to showcase the influence of the text to their thinking process. Thus, the power of the students as active participants had been exhibited. One student-gamer reiterated, *“We can be empowered through playing online games if we let ourselves learn the important skills like teamwork, socializing, being logical, and others. But still we should know our limits because everything should be done in moderation.”* A sense of power was also established when a student played a computer game as revealed in the response saying, *“I’m empowered in the sense that I can do what I want when I am playing games. When I’m oppressed, it is about being addicted to it and you do not focus to your health already and even to the real world where you are.”*

The critical task introduced to the students was the character modification where they could use their imaginative power to re-create the character/ s by changing or altering its attributes based on the context presented in the evaluation process. The activity was titled ‘Doodle Text’.

A student quoted,

“...I draw a crown held by a woman and a man. The man was the protagonist in the story, and the woman is the girl. The alternate ending I want for the character to introduce himself as ..ahh not.. not as the game dictates. The girl will finally recognize him for who he was... <I mean> I want the protagonist to win in both worlds, real and virtual worlds.”

The response shows that the negative-passive behavior of the protagonist was given much modification and change as to the improvement of his personhood. The learner was true in providing a positive power to the attribute of the character, thus, making an active contribution to the marginalized personality of the character. As noted, *“I want the protagonist to win both worlds, real and virtual worlds”*. Perhaps, the student empathized to the character being withdrawn and rejected by the person-of-interest, and even the other minor characters in the story read.

It was also notable that the learners were able to elucidate their points by the final activity that they did. In the last stage (Supplying Critical Task: Fourth Step in TOT ‘S’ Model). More modifications were reflected to the journals made by the students. They were tasked to assess the two characters in the story, thus, naming the activity ‘CHARAC-TWO ASSESSination’.

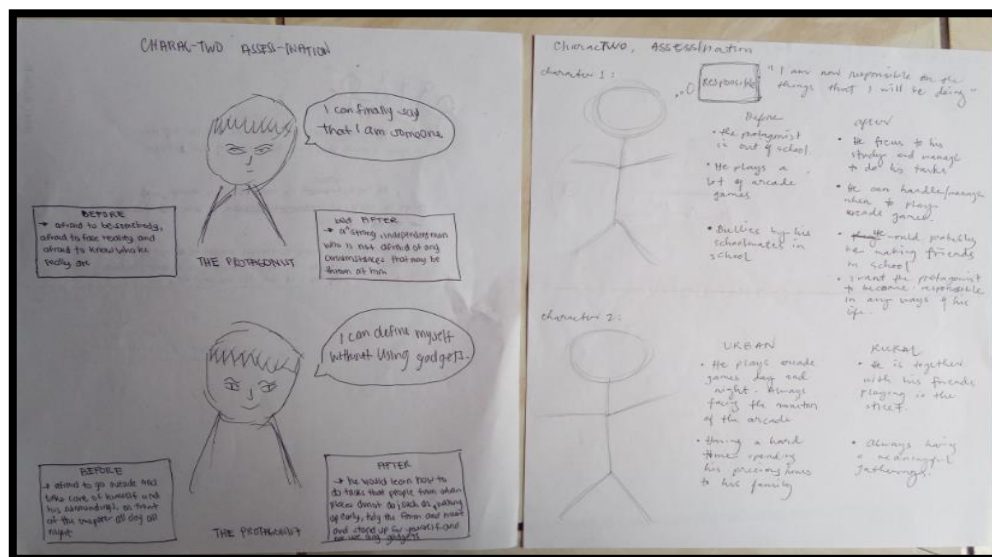


Figure 15. Sample output for CHARAC-TWO ASSESSination (Plate 1)

Notice that in the second activity for this task, the students were given a culturally different setting of the story's plot. This was where they forced themselves in thinking about the changes once the character was in the rural location. It was seen that they all agreed to have positive changes on the protagonist's point-of-view. He then had become sociable, playful, simple and stereotypical for a country man as noted in the students' sketches. There was a thought bubble saying, "I can define myself without using gadgets." Likewise, contexts like always having meaningful gathering gave much positive endings for the character to be seen in the story, opposite of what was mentioned in the text: to be so withdrawn and disillusioned.

However, there was a slightly different sketch made by one of the students. Notice in Figure 16 below:

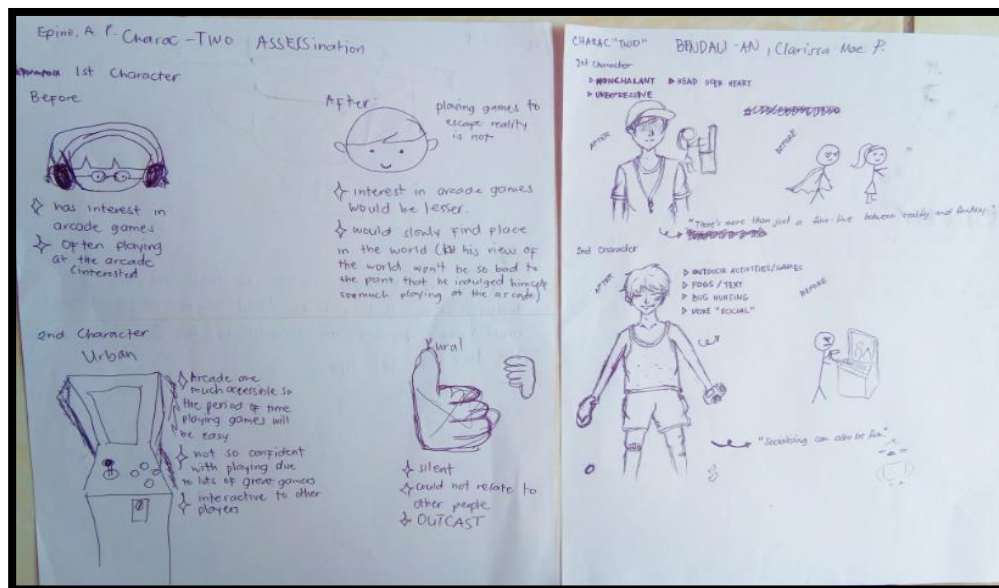


Figure 16. Sample output for CHARAC-TWO ASSESSination (Plate 2)

Opposite to the ideas shared from the right (side) output, the ideas of the student from the first output (left) shows a quite negative and a different perspective as to the life in the province. The student wrote ‘SILENT, COULD NOT RELATE TO OTHER PEOPLE, OUTCAST’. This signifies that the student had a different experiential inclination and/or anecdotes about life in the province. Living in the rural county might cause severe passiveness on the persona of the protagonist. This idea concurred to the idea of critical literacy magnifying the multiple perspectives that the learners should address in reading a text.

The cultural differences and the multiple perspectives of the students presented in the discussion, in general, elicited the alternative ways of thinking and doing in order to disrupt the status quo of oppression and abuse of power as reflected in the text and the society. Topics, like that of games, had given much light to the use of relevant texts to capitalize on the critical engagements of the students, and the motivational factor to elicit responses from them.

In lesson 4, switching tasks were again highlighted to develop the students’ critical literacy while reading a text. TOTS model, particularly in ‘Thinking about Thinking Part’: Third Part, Ethnic Switching and Setting Switching, was performed by the students. The leading activity (before the Supplying Critical Task), multiple perspectives, including the alternative perspective which disrupts the commonplace, had been given much light. One evaluator even noted that the text was tweak in such a way that the other situations were considered. Since the message conveyed much of the biased experiences of foreigner – being in a First World Country – the learners had been

challenged to use their voice and promote equity among the oppressed and the seemingly oppressing perspective of the text.

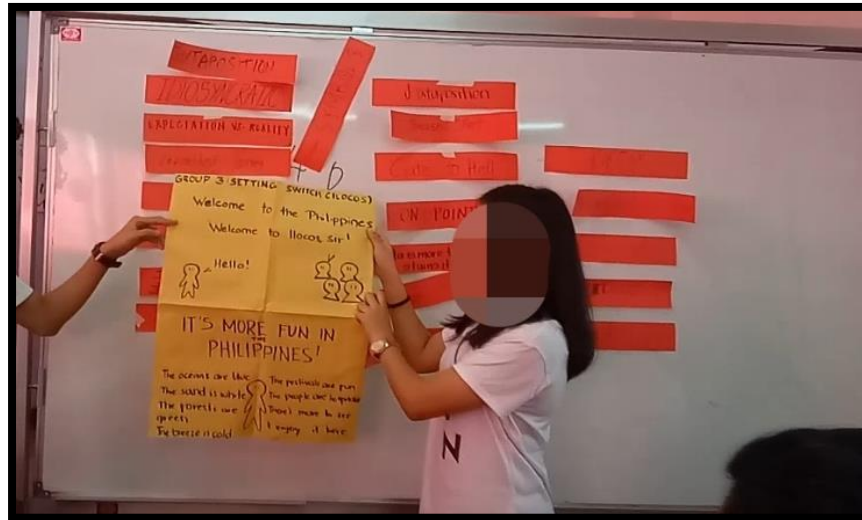


Figure 17. Switching strategy (setting switch: Ilocos)

Figure 17 presents a student sharing about the changes if the setting of the story happened in Ilocos. Her group pointed out the Tourism Tagline: It is more fun in the Philippines. She emphasized that it could have been a different story if the event happened in province like Ilocos. The group wrote, “*The oceans are blue. The sand is white. The forests are green. The breeze is cold. The festivals are fun... there’s more to see. I enjoy it here!*” This modification signaled that the learners were building equity by promoting the other places in the country which can somehow differentiate the perspective of the author of the text. In this sample, the ‘suggesting’ power of the learners was capitalized.

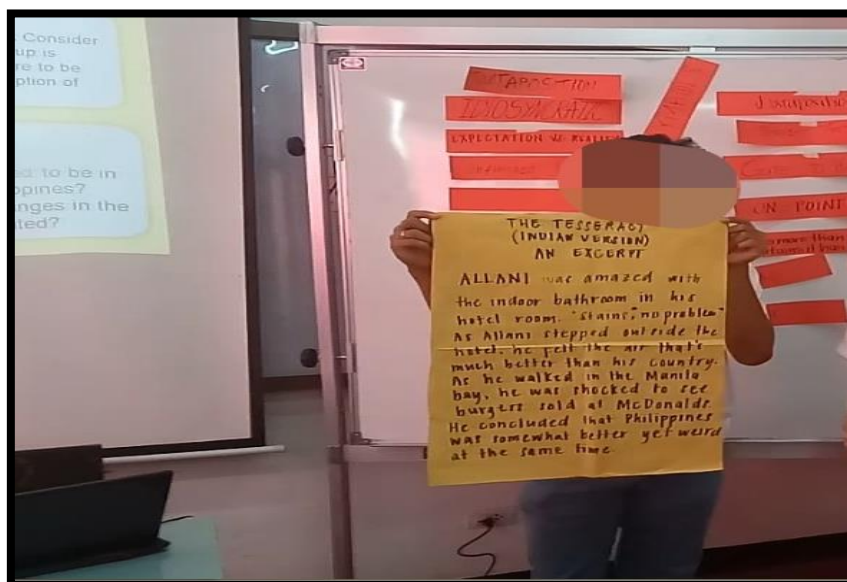


Figure 18. Ethnic switch from the perspective of an Indian

In this output, the group shared that there would be less of critical comments from the end of an Indian tourist. The result happened to be satirical in a sense, for the group made biased and likewise varied comments about an Indian perspective. It was noted in their output that the featured ethnic race would not be fussy and finicky as they see Manila. He concluded that Philippines <was> somewhat better yet weird at the same time. Moreover, the exposition statement suggested the stereotypical and the cultural knowledge of Filipinos toward Indians. As noted in the text: “ALLANI was amazed with the indoor bathroom in his hotel room. *‘Stains’, no problem.*” In this strategy, the learners were able to express their personal biases and multiple perspectives about the text.

3.3.4. Supplying Metacognitive Critical Task

The task namely ‘Comic Plot Twist’ from Lesson 1 provided students with active engagement of questioning the text. The learners were able to challenge the status quo in their immediate community. They were able to relate their personal perspectives and disrupted the commonplace of the ‘cliché’ transitioning of the text. As expressed by one of the students, *“I can connect my personal experiences to the text.”*

We want to change the scene before Helen Burns died in order to save her character in the story, Jane Eyre. Specifically, we wanted Ms. Templeton make a move against the Head of Lowood before the epidemic was spread and killed many children including Helen Burns, Jane Eyre’s friend.

Plate No. 1: Group 4 Presentation

In this context, it was noted that the students’ innate Filipino attributes as compassionate and hospitable people were shown in the way they modified the plot of the story. Through this, they wanted to make a better place for the characters of the story. By providing this activity, the students also realized the purpose of Critical Literacy development in the classroom context – disrupting the status quo and making learners active role players in the society instead of passive ones. To further discuss this idea, the following images presented below also show this conclusion. This was the second part of the Comic Plot Twist which allowed the learners to change the Character’s personality. This part involved adding up the positive traits of the members to the character in the story.

Most of the groups wanted to change the bad behavior of the oppressors in the text like that of Mr. Brocklehurst; likewise, they also thought of toning down the extreme personality of the main character.

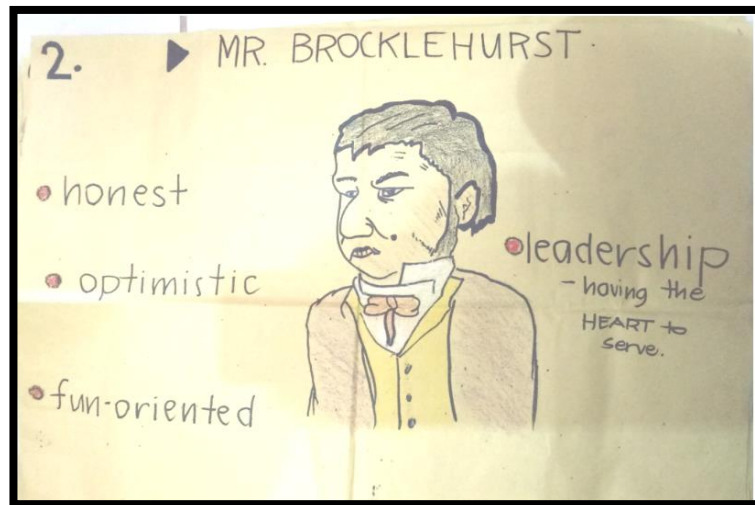


Figure 19: Character Modification 1 of Mr. Brocklehurst

In this part of the activity, it was manifested that the learner was able to change the personality of the oppressor in the text by changing from being impatient and egoistic to an optimistic and honest man. The student in this figure, likewise, added a leadership attribute of having a heart to serve. Based on the response of the student during the discussion, she wanted to make the character more compassionate so as to give much time for the oppressed orphans in the text.

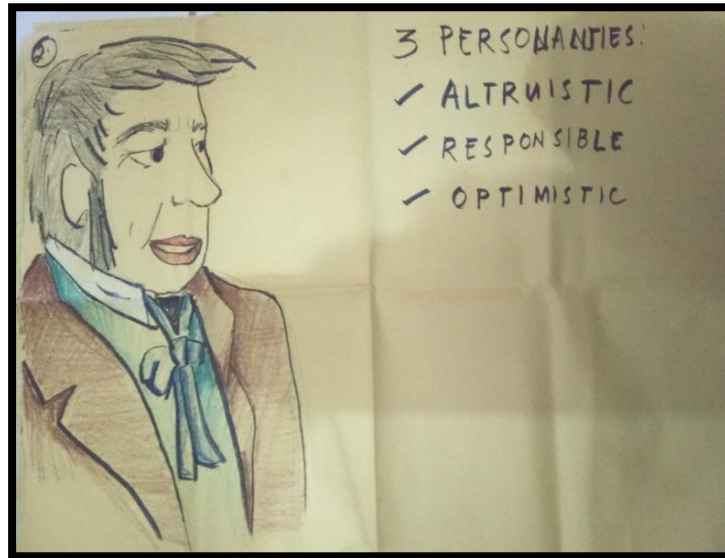


Figure 20: Character Modification of Mr. Rochester

Figure 18 presents another set of personalities attributed to Mr. Brocklehurst. Adding up the idea of being responsible, the character could have been more affectionate and caring to the poor as mentioned by the student. However, the student thought that the story could have a different plot twist once the character's attitude was rectified.



Figure 21. Character Modification of Jane Eyre's attribute

Figure 18 shows a slightly different perspective attributed to the main character in the text (Jane Eyre). The student gave the character this kind of attitude because the learner wanted to create a pleasing atmosphere to the plot of the text. Many elements in the story could have changed once the flatness of Jane's character was changed. One sample was manifested in the last chapter where a change in the ending can be seen. A student reiterated, "*Jane Eyre may not have encountered serious troubles and problems in her life if she was a compassionate, straight-forward, and caring individual.*"

These three images gave an idea about the personalities of the students as positive and sympathetic fellow. This can also be attributed to the Filipino character known as hospitable people. This disrupted the commonplace that was true in the text. The Springboard – Jane Eyre – involved the oppression that happened in the ancient times which was mentioned by the respondents as the poor and the women in the society.

Manila for Manileños: A Letter to the Author

This task from Lesson 4 gave students the opportunity to act out as real second person in the story as letter senders. The students were tasked to write a personal letter addressed to the author. They were to describe the city in their own ways and personal perspectives; they could either agree or disagree with the context of the text. One student shared about her agreement to the content of the text read. In her mind, she would like to thank the author for providing a better view of the sad and evil realities that persist in the country (Manila at that). She, likewise, commended the author for implicitly and explicitly addressing issues that Filipinos, including her, should work on. In fact, she reiterated that after reading the text, and doing the letter writing activity, her visions and dreams were fueled for serving the people and building a better nation.

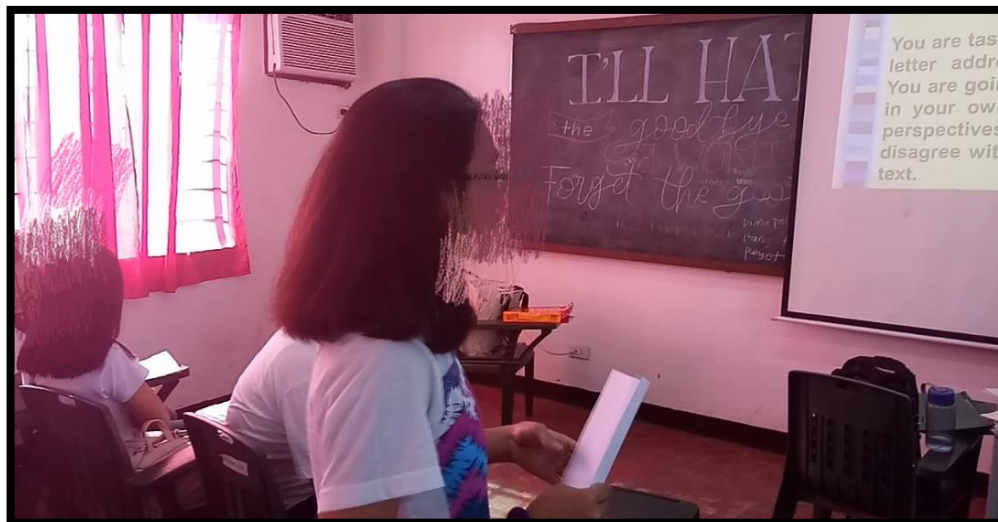


Figure 22. Leading viewpoint on the 'Tesseract'

In the picture above, a student deliberately mentioned her enticement to read the book of the author. She reemphasized that instead of criticizing the work of the author through her letter; she gave thanks to the author and commended him by providing an

alternative or new perspective on looking at a certain place or an ethnic group. This claim was supported by a letter made by a student who expressed his gratitude to the author. He did not neglect the fact about the negative descriptions about the city, but he also considered the fact that the material could raise awareness and build realization for the people to see. As shown in the picture below, thoughts about eye opening experience had been stated:

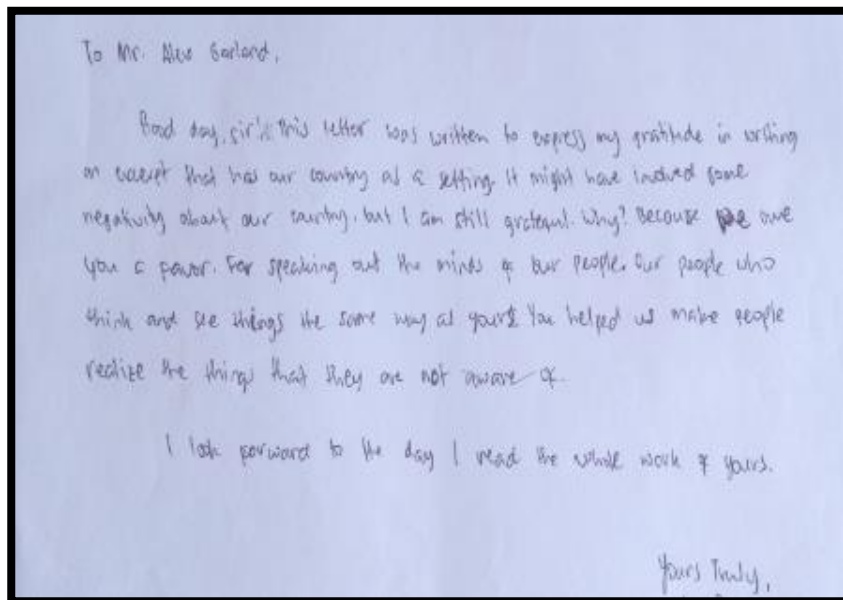


Figure 23. Letter to the author 1

However, there were groups who saw the text differently by providing suggestions and tips for the author to see the brighter side of Manila. They used their personal power to accentuate their point by looking into the other ends – historical sceneries and other beautiful areas – of the city. One student stressed in her letter, “*The beauty of Manila is in the heart of every Filipino... The physical appearance of Manila is*

dirt as you have said, but the heart of every Filipino is truly a diamond.” Another one commented, “Why do we need to focus on the negative side of things when we could talk about its beauty, its positive <traits>. Manila is full of history, may it be sad or happy.”

In the light of developing a culture of openness and breaking the status quo, the learners were able to experience to have a share towards building equity. The use of power relations was manifested in such a way that learners could comment, critique, and recommend ideas not compromising the value of equity.

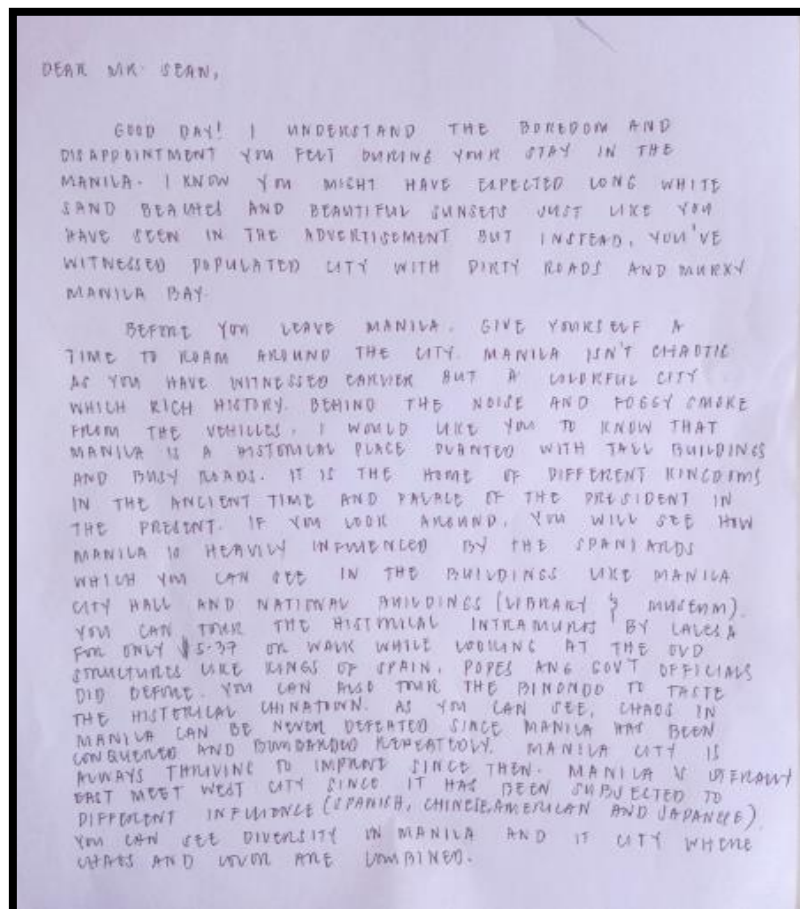


Figure 24. Letter to the author 2

The sample letter above shows the common and the majority of the structure and organization of thoughts rendered by the students. A student expressed her settled thoughts agreeing to what had been the descriptions of the author about the city. The introductory part of the letter showed that the student was trying to build rapport with the author by commenting about the city as populated with dirty roads and murky Manila bay. Nevertheless, a polite note of instructing the author was given: to witness the finest places which could be found in the place influenced by diverse cultures.

Through the accounted ideas of the students, the dimensions of critical literacy and its goals were realized. The learners used their freedom to express their powers and voices; included multiple views using their metacognitive reflections; inclined with the socio-political issues concerning the texts; and, attacked, questioned, and disrupted the commonplace within the text read.

3.4. Culminating Activity

This session was given various comments and suggestions from the evaluators. One underscored the strengthening of the critical lessons through the culmination part. In fact, it was mentioned that culminating activity was helpful, and could be added in the model to further revisit and synthesize the four sessions' activities.

Table 11

Student Assessment (Lesson 5)

SESSION 5: STUDENT VALIDATION				
Student	Question 1	Question 2	Question 3	Question 4
A	4	4	4	4
B	5	4	5	5
C	5	5	5	5
D	5	5	4	4
E	5	5	5	5
F	5	5	5	5
G	5	5	4	5
H	5	5	5	5
I	4	5	4	4
J	5	5	5	5
K	5	5	5	5
L	5	5	5	5
M	5	5	4	5
N	5	5	4	5
O	5	5	4	5
P	5	5	5	5
Q	5	5	3	5
R	5	5	5	4
S	5	5	4	5
T	5	5	5	5
U	5	5	5	5
V	5	5	4	5
TOTAL	108	108	99	106
AVERAGE	4.9	4.9	4.5	4.8
DESCRIPTION	Very much	Very much	Very much	Very much

Table 11 shows the results of the students' validation for Lesson 5. The fifth lesson (culminating activity) was rated by the students as Very Much (4.9) in the area of 'Disrupting the Commonplace, Very Much (4.9) in 'Considering Multiple Viewpoints, Very Much (4.5) in 'Focusing in Socio-political Issues', and Very Much (4.8) in 'Taking an Active Role'. Based on the data, students seemed to have a grasp of the primary purpose of culminating activity – to revisit and reinforce the critical-literacy based lessons.

Originally, TOTS model encompassed the conduct of culminating activity in the lesson exemplars. At the first part of the lesson, the students were tasked to have a review session by giving the main ideas present in the texts read. Meta-cards were provided so that the learners could be able to write the gist of each text read.



Figure 25. Review lecture on the lessons conducted

Figure 25 shows the processing part of the review. Each group wrote two concepts using two meta-cards: diamond and individualism for Jane Eyre, vulnerable and

exhausted for the Open letter, identity crisis and delusion for Flicker Fade Gone, and book and point-of-view for the Tesseract. In this strategy, the learners synthesized their comprehension/ understanding about the texts. The terms given were merely knowledge level about the reading materials. The teacher elicited *‘make-connection’* questions to allow engagements and relationships to their personal experiences as well. It validated the conclusion Fajardo (2016) said:

“Critical literacy requires explicit guidance in critical analysis of authors’ ideologies but takes into account the play of personal and cultural contexts in giving texts meaning beyond what the authors may have intended” (p. 32).

After this, the class transitioned to the review of different – group and individual critical tasks proceeding to the presentation of the critical outputs done by the learners..

The picture collage below shows the group presentations and outputs of each group from the first session. In this part, the students were able to use their personal powers in modifying the characters’ attributes in graphic novel. In here, multiple perspectives and personalities were drawn from the learners – they either magnified or modified the characteristics of the persons in the story. This supported the claim of Fajardo (2016) that ‘critical literacy also invites us to go beyond our immediate personal and cultural contexts and to examine other cultures and perspectives, and the social conditions that influence the valorisation of practices and viewpoints’ (p. 40).



Figure 26. Jigsaw group sharing of outputs for reinforcement

After the group presentations, the students were positioned into jigsaw groups, and tasked to share their individual outputs to their new groups. According to the responses of the students from the questionnaire given, some of them really liked the group sharing because it was able to make them connect their ideas and opinions to one another.

They were able to hear the sides or perspectives of their classmates; thus, it invited them to interact and process their own subjective sides of the stories and critical tasks made. One student noted, *“Being able to interact with different mindsets... enabled me to point out the ‘discrepancies’ between dissimilarities of opinions.”* Another commented, *“It was inevitable that other people’s beliefs would clash or oppose mine.”*

As shown from the image below, the students shared their opinions and ideas to their respective small groups:



Figure 27. Culminating activity sharing of thoughts and ideologies

Through the responses of the learners, it was noted that active role of each individual student remained, and their personal voices were lifted (Flint, Lewison & Sluys, 2002). Notice in the commentary of the learner saying, “*‘Being an individual who has no voice for myself’ is something really relatable from the text. Also, other personal experience <derived> in the story.*” Through the use of the text and the sharing imposed in the classroom confines, this passive learner had built connection and freedom to use the marginalized voice s/he had.

Realizing and listening to others’ perspectives had purposely boosted the active persona and the voices of the learners. “*Session 5 had taught me a lot of things. I thought*

that we should be open-minded, and accept and respect the thoughts that may also give us more knowledge and understanding,” said by one of the passive students in the group. It was also mentioned that the tasks challenged them to see the oppressed and the marginalized people. As observed, the activities enabled them to articulate their deepest thoughts and express them strategically and boldly in class. The group sharing and the small group discussion helped them to freely connect their personal anecdotes with the texts and activities. One student confidently said that the class sharing contributed to the empowerment of the students’ freedom of speech where they can be *“brave to speak their own thoughts without being judged and labeled as wrong because s/he thinks differently”*.

In the process of validation and evaluation of Session 5, it was noted that the criteria of critical literacy-based lesson were not deliberately observed. This part was notably an optional revisiting of the tasks made, and synthesizing the activities done from guided-reading and polishing of tasks.

In the light of enhancing the culminating activity session, the researcher proposed a rather different classroom procedure. Using the elements postulated in the lesson exemplar, including the experts’ suggestions, this part was subdivided into four (4) different parts: **Preview** (the review stage of the lessons and tasks made during the lesson execution), **Preparation** (the polishing and reinforcement stage of the tasks where further modification is encouraged), **Presentation** (the group and individual sharing of outputs through various strategic planning of the teacher-facilitator), and **Progress** (the evaluation and the processing phase of the culminating activity).

Table 12

Overall Rating of Students (All Sessions)

LESSON EXEMPLAR: SUMMARY OF STUDENT VALIDATIONS						
SESSION	AREA 1	AREA 2	AREA 3	AREA 4	AVERAGE	DESCRIPTION
SESSION 1	3.9	4.6	4.2	4.0	4.18	Very much
SESSION 2	4.6	4.7	4.4	4.7	4.6	Very much
SESSION 3	4.4	4.7	3.8	4.7	4.4	Very much
SESSION 4	4.7	4.8	4.4	4.7	4.7	Very much
SESSION 5	4.9	4.9	4.5	4.8	4.8	Very much
TOTAL	22.5	23.7	21.3	22.9		
AVERAGE	4.5	4.74	4.26	4.58	Overall Impression: Very much	
DESCRIPTION	Very much	Very much	Very much	Very much		

Table 12 shows the results of the students' validation for the whole sessions. The lesson exemplars, in general, were rated by the students as Very Much (4.5) in the area of 'Disrupting the Commonplace, Very Much (4.74) in 'Considering Multiple Viewpoints, Very Much (4.26) in 'Focusing in Socio-political Issues', and Very Much (4.58) in 'Taking an Active Role'. The area that seemed least on the list of critical literacy areas utilized was the focus on socio-political issues. This was manifested in the comments of the students. Some noted that they had difficulty

in deriving answers to socio-political related questions. It was also manifested in the ways students were constructing their answers during the class execution.

Likewise, as seen at the sixth (6th) column from the table, the results seemed progressing, ranging from 4.18 (Very Much) to 4.8 (Very Much). This suggested a positive effect on the students' engagement to the lesson/discussion and the texts. Based on the tallied results, the general impression to the model/ instructional used was noted as 'Very Much'. The students enjoyed the sharing, reflecting strengthening of viewpoints, thinking in a deeper sense from the texts, analyzing the texts in a different way, making connections to the texts from their own, and developing active roles in using their voices to express their thoughts about certain issues. However, based on the comments and recommendations of the students, the use of code-switching and code-mixing appeared to be of good use for the enhancement of the sharing activities of the lessons.

3.5. The Validation Process of Lesson Exemplars

The third objective that the researcher aimed to satisfy is the validation process of the lesson exemplars framed on the proposed critical literacy framework. In this stage of the study, two validation processes and document analysis had been conducted to further triangulate and evaluate the effectiveness of the proposed model.

The validation tools were adapted from the tool of Sandretto and Ledington (2010) and Van Sluys et al. (2010). The areas that were emphasized for evaluation were the following: (a) Disrupting the Commonplace, (b) Considering Multiple Views, (c) Focusing on Socio-political Issues, and (d) Taking an Active Role.

Lesson 1 is patterned into developing and engaging the students with the different Switching Strategies. The field expert commented that Lesson 1 did not seem to align with the goals of critical literacy. Other than the question about exploring how the text would differ if the characters were of the opposite gender, the other criteria for critical literacy were not followed. She added, *“Critical literacy is about guiding students to explore different perspectives to understand the marginalized point of view. It explores socio-political issues which are relevant to students’ lives which lead towards discussion about power relationships between or among groups. It explores how certain characters in the story are positioned which reveal the biases and prejudices of the author. It enables students to think of alternative ways of thinking and doing in order to disrupt the status quo of oppression and abuse of power as reflected in the text and our society.”*

Moreover, one validator commented on the strategy used in the introductory part of the lesson where the comparison of ancient and modern women was too general in approach. It was suggested to improve this part into specifying the attributes of women between the two eras. Another specialist raised critical questions on the organization of the topic: How well do the students know the story of Jane Eyre? What is their level of familiarity about the plot prior to attending the lesson? Were the students taught the skills to assess texts comparatively across time and cultures? Were there prior lessons about women stereotypes in literature? Also, would all students be receptive to this? It was noted that a wrong expository on stereotypes can lead to pointless debates, so the teacher-implementer was advised to consider the recommendation presented. However, there was unanimous notion that the lesson was relatable where students can connect to the existing issue on gender roles in the society. Using a classical material may appear too difficult to

rouse student interests. Though more contemporary readings were used in the succeeding lessons, the teacher was directed to use literary pieces written in the 21st century.

One validator proposed critical literacy questions on gender inequality which can be used in the first lesson:

1. Are there any overt or covert gender discrimination practices in the story? Provide evidence.
2. How does Mr. Rochester treat Jane Eyre? How does his attitude reveal his ideology regarding the place of women?
3. What kinds of roles are expected of society from men and women in Jane Austen's time in England?
4. How are these gender-specific expectations still evident until now in the Philippines? Provide examples.

Another suggested activity was given to be used as an alternative task for the lesson (Fajardo, 2016). The sample critical literacy activity was in a form of situational scenario. If Jane Eyre were a feminist, which event in the novel would you rewrite that would reflect her being a strong woman who could take her of herself, without considering herself at the mercy of rich men like Mr. Rochester? Make a one-paragraph rewrite of how Jane would behave or speak differently in one specific scene.

Lesson 2 was titled, "Understanding Alternative Texts (An Open Letter that Matters: FB Post)". This was the lesson catering an authentic text to be used as a

springboard in developing critical literacy to the students. Suggestions given by the specialists served as bases for the improvisation of the lesson exemplar. The lesson was recommended to consider pushing the critical literacy agenda further by asking students about their plans of action after letting the silenced voices speak up. Likewise, letting the students write a reflection paper helped in determining how the activity changed their perspectives or way of behaving about marginalized people. Another pointed out, *“Thinking about thinking’ activity is on point.”* But, there were technical lapses needed to be resolved. Comments like:

“Please do not use dead people in your list of modern women.”

“ ‘Prominent’ and ‘notorious’ are opposite terms. Exercise good amount of caution when discussing Mocha Uson as some students might just tune out upon hearing her name.”

“Use an acceptable format for citing references online.”

On the other hand, the lesson was noted to be an interesting plan for teaching and improving critical literacy skills of the learners. The lesson allowed the students to be active participants in terms of taking opposing point-of-views. However, the activity on the round table discussion was advised to be student centered. Instead of the teacher reading or re-telling the story, the students were advised to do the task in order to ensure a learner centered pedagogy.

Lesson 3 focused on **“Character Modification”**. This session allowed the students to use their personal voices and own powers to modify the selected characters in the story. During the experts’ evaluation, it was re-emphasized to align the questions

regarding exploration of alternative perspectives as inclined to the goals of critical literacy. Suggestion was reiterated on reading much literature about the firm alignment of the lesson plans to the critical literacy objectives.

Moreover, different perspectives on the lesson exemplar were considered. One noted that ‘Johari Window’ was a good option for the activity to be more interactive. Another specialist added, *“There is a good use of comparing-contrasting techniques as a lead-in activity to the lesson. How can the lesson be drawn back to the reality that people have to eventually mature? Doesn’t the word “flicker” have any bearing on the changes in characterization?”* Another set of critical literacy questions were suggested: (a) How are you empowered and at the same time marginalized when you participate in online games? (b) Who benefits when you play online games? Who loses? (c) What power relations exist in online games? Who dominates whom?

In sum, the specialists concurred that the text used could encourage students to actively participate in the lesson since the topic was interesting and relevant to the students. In addition, students could freely share their thoughts since the text used was about computer addiction.

Lesson 4 went back to reinforcing the switching strategies to the learners – ethnic and setting switches. According to the specialist, *“This lesson plan is able to provide opportunities for Lewison, Flint and van Sluys’ critical literacy framework to be used completely.”* All of the validators seemed to agree that both the material and the activities in the lesson were suitable for the application of critical literacy. Likewise, the material was contextualized where the students are familiar with and have numerous ideas about it

because the setting was a place in the Philippines. Moreover, the activities allowed the students to have their special place in the lesson. On the other hand, there were suggestions the validators pointed out as things to consider for revision:

“In your introduction, please use the second conditional for the hypothetical.”

“All information to be presented should be recent. Try looking for images or accounts that show the most recent state of Manila.”

“Use “I-statements” and a neutral tone of voice as you deliver this lesson. Avoid any hints of blaming political figures. Owning up and leading the students to adopt similar behavior gives you more credibility to speak on the subject.”

The last session was the **culminating activity** where all the critical tasks were aimed to be presented and evaluated by the class. Though one validator would not consider the last session as a critical literacy session, the other three seemed to realize the importance of culminating activity after series of critical-literacy based lessons. According to one of the validators, *“This part is good because it allows the students to give the summary of the lessons discussed in a week through differentiated task. The teacher can also give more challenging tasks that are suited for their level.”* However, it was pointed out that there should be a clear description on the task that the students needed to do. Question raised, *“Do they need to turn in a portfolio or perform?”* In the light of capitalizing the goal of the fifth lesson, one validator recommended that this be closely related to the conclusion of the lesson from the previous session. The students may forget that the session covered the points discussed from the first lesson, and they

may result in cramming, thus the possibility of them getting stressed out and/or delivering subpar outputs.

Another optional activity for improving the fifth lesson exemplar was given by one of the validators. It was recommended that the students be tasked to find two texts which describe Manila using two different perspectives. One may be biased for Manila and the other against it. Students determine the biases and prejudices of the author through critical language awareness. In whose interest does the writer serve in such representation of Manila?

All the suggestions given were followed before the execution of the lesson exemplars. The final lesson exemplars were given back for the approval of evaluators. To address the concerns of the other validators, the researcher stipulated them all in the lesson exemplar. However, one validator reiterated that the level of the activities should not be beyond the basic education level. Some were noticed to be too complex for the level of the Grade 12 students. This was raised by the fourth validator being a Public School teacher herself. The corrections and the revisions were duly appended in the paper.

3.6. Triangulation Process: Validation through Students' Evaluation and Expert/Teacher Observations

Document and content analyses of the tasks were stipulated in the lesson exemplars and the observation notes derived from the evaluation of both the respondents and the expert observers. In analyzing the documents and the activities, the researcher

was able to look into the congruency and consistency of the observations noted in the lesson plans and the commentaries lifted from the accomplished evaluation tools.

The list of observers for this study was composed of three professional teachers who all work in public institutions and are continuing their graduate programs. The first evaluator is a Master Teacher in a public school in a National High school in Tarlac City. He is also a Master's Degree holder of English Language Education, and currently pursuing his Doctorate degree in Applied Linguistics at Philippine Normal University. He has published nine (9) research articles in his field of expertise both in local and international indexed publications/ journals. The second evaluator is a Public Senior High School teacher in Western Bicutan National High School, and currently pursues her Master's Degree Program (MA- English Language and Literature Teaching) in Ateneo de Manila University. Her research interests are literature teaching, literary criticisms, and World Englishes. She also presents research papers in different language-related conferences. The last evaluator has been a Junior high school teacher in Taguig Science High School for seven (7) years. She is currently taking her Master's Degree Program (MA- English Language Education) in National Teachers' College, and has currently passed her Comprehensive Examination in the said institution. She was then a former School Paper Adviser.

Table 13

Summary of Observers' Responses (From Session 1 to Session 5)

Areas	Session 1		Session 2		Session 3		Session 4		Session 5	
	*O	**NO	O	NO	O	NO	O	NO	O	NO
A. Disrupting the commonplace										
1. The lesson invites the participants to question the text.	3/3		3/3		3/3		3/3		3/3	
2. It allows participants to use other means to explore "how it is"/ consider alternative perspectives and actions.	3/3		3/3		3/3		3/3		3/3	
3. It has activities which cater the students' positioning for further exploration of contexts, histories and other underlying meaning.	3/3		3/3		3/3		3/3		2/3	1/3
B. Considering Various Views										
1. The activities involve alternative ways of seeing the text.	3/3		3/3		3/3		3/3		3/3	
2. It considers the marginalized persona.	3/3		3/3		3/3		3/3		3/3	
3. The lesson allows the participants to engage in activities which highlight differences.	3/3		3/3		3/3		3/3		3/3	
C. Focusing on Socio-political Perspectives										
1. The activities lead toward a discussion of power relationships between or among groups.	3/3		3/3		3/3		3/3		3/3	
2. The lesson attempts to bridge personal anecdotes and experiences to much bigger scale of culture, norms or beliefs.	3/3		3/3		3/3		3/3		3/3	
3. It builds ways to involve the subordinate group/s' participation.	3/3		3/3		3/3		3/3		3/3	
D. Taking Action										
1. The lesson shifts the participants from passive to actor roles.	3/3		3/3		3/3		3/3		3/3	
2. The activity/ies involve/s ongoing accessing and using language or image to change the existing discourse or context of the material.	3/3		3/3		3/3		3/3		3/3	
3. The activities enable the participants to create new borderlands and rich cultural inclinations.	3/3		3/3		3/3		3/3		2/3	1/3
Legend:	O – Observed				NO- Not Observed					

Table 13 shows the observation responses of the teachers based on the class videos of the five sessions presented to them. It is noticeable that one observer noted two (2) NOT OBSERVED responses in Lesson 5 or the culminating activity. At the first area which involved positioning of the students' thinking to further contexts, the evaluator noted that further explorations were not established for the review of the texts was only done. Moreover, at the Taking Action part of the tool, the evaluator emphasized that the revisiting of the texts impacted the way creation of new borderlands and cultural inclinations were inhibited. Aside from this, literacy practices in education which focus on the awareness on students' political interest were realized (Janks, 2010), thus, supporting the previous advocacies on ideological models of literacy (Luke, et. al., 2003; Luke & Freebody (1990). On the other hand, said evaluator also suggested making the culminating activity be just a part of the instructional framework/ teaching model introduced. It can be an option to consider, for it allows revisit and synthesis of the lessons conducted. He also emphasized that a different lesson parts/ flow could be considered in this session and not necessarily following the TOTS model.

In this observation tool, time allotment was not included; thus, it was raised during the accidental interview of the researcher to the evaluators. Generally, they noted that the two-hour allotment of time was enough to execute the critical literacy-based-lessons. One mentioned, *“Following the four steps in the TOTS model is good for two-hour session. However, if culmination will be included, another (hour?) is needed”*. Likewise, the other two concurred that having this lesson implemented in a regular high school needs modification and stretching as for the time allotment. One said, *“The time allotment will be exactly right for a particular purpose, situation or person. The teacher*

must also consider his/her audience and a lot of activities will not be applicable for the students in a regular high school. For a science high school, two hours will be enough to infallibly attain the highest possible achievements in executing the lesson". It was also noted that the lesson must have been conducted for a longer period of time when implemented in a public school. Since all the observers are all Public School teachers, their perspectives must have rooted from their own anecdotes and viewpoints as regards the public school system.

Another question was raised by the researcher regarding the TOTS model. The opinions of the teacher-observers were taken through a structured interview:

"What is your take about the TOTS model? What are its weaknesses and strengths?"

Evaluator #1:

The TOTS model, once followed, could actually help teachers scaffold the teaching of critical literacy. It takes off from motivating the learners first, going to guided activities, independent practice, and finally, action-oriented tasks. The model is said to be in keeping with critical literacy. However, there is a need to clarify the way the model will be made sense by the teachers. Shall it include "prescribed" activities? Will the end-user select tasks/ activities that he or she thinks are appropriate? What if the activities that he or she thinks are appropriate? What if the chosen activity does not give justice to the aim of the TOTS model? The researcher may clarify all of these by writing a guide or a primer in using the model.

Based on the evaluation, the lesson exemplars had clearly established a good scaffolding mechanism for the students to learn and apply critical literacy. However, as the rater clarified, there was a need to address issues on selecting proper strategies for the learners to enjoy and engage with. Another area to study on was stipulated – the need to

develop a list of suggested ‘critical-literacy-based activities’ to be employed in L2 classroom discussions.

Evaluator #1:

Weakness:

There should be provisions for clearer instructions on how to use the TOTS model. It may be described as flexible, but it could create future problems as regards its use. A more “principled” way of adopting the model is highly sought.

Strength:

The model, through the videos of its execution, definitely leads the teachers towards developing critical literacy among students. It is very evident that the learners deal with an issue or a problem first and then end up with a specific action. I like the practicality of the model especially on the part of developing critical literacy skills.

The comments above show the gray areas which may affect teaching through the TOTS model. A probable module in-keeping with the guidelines in teaching through the model was opted and directed as one of the things to be considered in introducing this framework. However, the practicality of the model as described by the evaluator was clearly established as to the conduct of critical-literacy based lesson in the classroom. He likewise added, *“If finished, the model is a gold-mine for critical literacy studies in the Philippines.”*

Evaluator #2:

The model is ideal for the context of public school.

Evaluator #3:

TOTS model can become a valuable tool in the field of teaching. 'T' stands for Tapping the Learners' End helps the teacher to facilitate the lesson and also shows his/her creativity on how to encourage the students to participate. 'O' means Overseeing Students' Thinking helps students to hone their potential to develop ideas in a more complex thing. Another 'T' means Thinking about Thinking <which> unfolds, elaborates and elucidates students' critical thinking skills. 'S' for Supplying Metacognitive <tasks> shows how the students relate and apply what they have learned in real life situations.

This model will be useful and very ideal in the classroom.

Based on the responses of the observers/ interviewees, it can be concluded that the purpose of drawing out critical literacy among the learners has been realized. It is also manifested that the individual functions of each part have been capitalized as indicated in the comments of the observers. On the other hand, questions on the selection of activities were raised. Since the model was patterned through the different existing CL-based models, the tasks were extracted from the suggested strategies. Since it was another area to be examined and given further offshoot studies, the researcher categorized this area as a delimited concern of the study. Furthermore, there could also be varieties of future related studies which could be anticipated like the listing of suggested techniques in the TOTS model.

Moreover, in the light of satisfying the query above, the researcher presented the activities stipulated in the learning exemplars of each session where reading materials from popular culture (Morell, 2011), new media texts (Bowen & Whithaus, 2013), and books with graphics or images (Serafini, 2010) were utilized:

Tapping the Learners' End:

- Tableau or Group Still Picture (Modern Women Versus Ancient Women)
- Picture Interpretation/ Image Presentation
- Clustering
- Interesting Posting of Images
- Two-Face Activity

Overseeing Students' Thinking:

- Bookmark Technique
- Read-Pause-Make Connections
- Connection Stems
- Read-Aloud
- Group Says
- Class Contra Courtroom
- Meta-cards Utilization

Thinking about Thinking:

- Top of the Pyramid (Level-up Game)
- Problem-Posing Questions

- Bowl of Ogres (Attack the text queries)
- Doodle Texts
- Switching Tasks (Ethnic/ Race Switching, Setting Switching, Gender/ Role Switching/)

Supplying Metacognitive Critical Task:

- Comic PLOT Twist
- Brain and Alternative Brain Sketches
- Role Ownership (Being a Human Rights Secretary)
- CharacTWO ASSESSination/ CharacTHREE ASSESSination
- Manila for Manileno/ Letter Addressed to the Author

The tasks listed are subject for any modifications. Commonly, the activities can be extracted and done through the texts being used as springboard. It is imperative that the contexts and confines of each area as cited by van Sluys et al. (2006) are considered once tasks are being made. Critical literacy tasks also involves the concepts posted by Sandretto and Ledington (2010) that clearly manifest the linkages between texts and personal experiences, the relevance of multiple viewpoints for justification and explanation, and evidences on in-/exclusion, representations and influences on students' thinking. These are the basic and recommended spaces that a teacher needs to consider in doing such '*CL-based*' tasks.

Chapter 4

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

4.1. Summary of the Study

This paper utilized the qualitative-development design as its research method. Its primary focus is the development of a proposed instructional strategy on critical literacy in teaching English literary texts. The objectives of the research study centered on (1) investigating the different existing critical literacy frameworks towards creating an instructional strategy for reading English literary texts, (2) developing lesson exemplars, and (3) validating the lesson exemplars.

4.2. Summary of Findings

This study delved into formulating an instructional strategy in teaching critical literacy in English among Grade 12 students. Crafted lesson exemplars were then piloted and validated through the respondents themselves and the specialized skills of the panel of experts. The learners were enrolled in a Science School. Through careful and in-depth investigation, the following findings were drawn:

- The newly introduced strategy in teaching critical literacy was framed into four different parts: (a) Tapping the Learners' End, (b) Overseeing Students' Thinking, (c) Thinking about Thinking, and (d) Supplying Critical Task. The first part (Tapping the Learners' End) focuses on setting the classroom mood, planning stage, thinking opener,

inputting, thinking vocabulary, initiating engagements and resources. Secondly, a class discussion transitions to the guiding process of learning and teaching critical literacy (Overseeing Students' Thinking) where the reading process is executed and facilitated. Likewise, there comes the active thinking engagement, demonstration and invitations to inquiry or the initial step on text-questioning. The third process is the 'Thinking about Thinking'. This is where the extension of text interrogation happens. Moreover, the metacognitive processing is established and facilitated by the teacher where opportunities for sharing and thought organization are to be done. Lastly, the stage of reflective thinking, text analysis and thinking application is then to be reinforced. This is the stage of 'Supplying Critical Task'.

- All the lessons were generally assessed with "Very Much Observed" from the perspectives of the student-respondents. First lesson obtained an average of 4.18. The second lesson exemplar received an average of 4.6 interpreted as "Very Much Observed". The third lesson exemplar got an assessment of 4.4 interpreted as very much observed from the students. The fourth one gained a score of 4.7 interpreted as very much observed from the students. And lastly, the students gave the fifth session an average of 4.8 interpreted as 'Very Much Observed'. The overall impression was 'Very Much' as drawn from the collated responses of the students after each session of class execution.

- The expert evaluation played a vital role in the improvisation of the lesson exemplars based on the instructional framework proposed. Unanimous assessment, for both lesson validation and teacher-observation, was obtained having the full utility and

materiality of the instructional framework for teaching critical literacy in English. It was, however, noticed in the observer's note that the fifth session had indispensable gap as to the productivity of the culminating activity. It was emphasized that a different flow, not necessarily following the critical scaffolding strategy, was to be considered for executing the culminating activity.

4.3. Limitations of the study

This study covered a proposed lesson development for teaching critical literacy in English. Since the public school/ institutions do not have sufficient supply of books, the researcher provided critical literacy-based texts that can be used exclusively for this study. This idea gave the future teacher-researcher an opportunity to freely select a vast array of texts online or in available prints. Moreover, the researcher employed accidental sampling since the respondents were just drawn from the available Grade 12 students.

Moreover, the study would have potential restrictions on the number of days for the implementation of the lesson integration. Since the study was to be conducted in a public school, different school-based activities might affect the proposed plan; thus, modifications would be inevitable. The effects to the students' motivational impact as regards the lesson development might differ for students were from a Science High School. It implies that the limited results for the student-respondents are not conclusive for all. Thus, teachers may modify the lesson integration as to the intelligence level of the students.

4.4. Conclusions

The following conclusions were drawn based on the findings of the study:

- The instructional strategy is composed of pre-determined steps as a model to teaching critical literacy in English. Tapping the Learners' End as the first part or the introductory part comprises of the activation processes. Second part is the 'Overseeing the Students' Thinking' where guidance and scaffolding are necessary to reinforce critical literacy. Text interrogation and attacking the text begin on this part, where the traditional way of teaching reading is transformed to engaging the students to be active readers immersed with the discussion on social issues towards social action. This part transitions to the part where metacognitive processing happens – Thinking about Thinking. Lastly, the assessment part: Supplying Critical Task transitions learners from passive to active role counterpart is taken at hand.
- Through the ratings obtained from the respondents and the experts, it is clear to note that the strategy addresses and resolves the call to pattern and contextualize teaching critical literacy, and satisfies the need to provide concrete critical literacy pedagogy. This is answered through a form of instructional model with a suggested flow or procedure of culminating activity.
- Based on the responses of the students, language plays an inhibiting factor in text processing, thus, creating a gap with the critical literacy functioning in the process. It also prevents them to critically interrogate language use. This reality was emphasized by

a number of students – though they were known to be academically inclined individuals. Though very conspicuous that language use may affect their interaction and responses to the activities, this study does show that developing critical literacy skills is not entirely tantamount to learning the language, but for enhancing the language engagement of the learners and may have helped their confidence to speak and express their own perspectives, and comprehend the text's meaning.

4.3. Recommendations

Based on the conclusions lifted from the findings of this study, the following recommendations were made:

1. Teachers are encouraged to teach critical literacy among students so as to make students active instead of passive to break the conservative, suppressed, and the nonchalant attitudes of the students towards social issues. This area of study promotes the awareness to building social equity by delving into the marginalized voices in the texts, and asking/ interrogating the texts. The culture of 'believing only' the texts read could be possibly eradicated and make the student liberally voice out their opinions.
2. An offshoot research on a different group of regular and inclusive public school students are recommended as subjects of the future studies. The findings of this paper would further its conclusiveness and generalizability in L2 community (Philippine setting) if done in a different group of student-respondents. Questions on the effectiveness of the model to scaffold learners who are challenged with

various academic problems like groups with low academic performance and low interest and reading level are just some of the researchable subjects of study. Likewise, testing of critical scaffolding strategy in the private sector of education is highly recommended for future area of study.

3. Through this research, much on qualitative approach is utilized to extract the functionality of the framework. However, as other studies, there might be a wider opportune scale to be rendered if quantitative method is used as far as the measure of effectiveness of the model. The study is delimited to the number of respondents, the locale, time and the number of sessions used; it is, however, suggested to have a larger scale of respondents, and be given a pre-post experimental research approach to further the study. Longitudinal studies may be a good option to undergo. On the other hand, ethical replication of the paper is also permitted as to the generalizable effect of the model to various locales and contexts.
4. The use of code-switching and code-mixing should be given consideration for the next research offshoots to be conducted. Questions on its difference as to the conduct of the critical tasks and activities may be addressed. Since there is language barrier, students may opt to use their vernaculars during the sharing time or brainstorming time in the lesson execution.
5. The list of activities for conducting the proposed strategy prompts another area for study. The limited time and lessons executed in this paper demarcate the extent of lesson engagement and the other collaborative tasks that the students may experience. So much so, the pedagogical implications in the area of materials

development may contribute to the enhancement of the method as far as research is concerned.

6. The effective use of the suggested culminating activity: Preview, Preparation, Presentation and Progress for the proposed strategy may be tried. Based on the suggestions of the experts, this part may give students reinforcement and experience to revisit and re-learn/ unlearn the important topics they have dealt in the entire 'critical' learning experience. Since the flow was not executed in the research, its applicability may be tested if this part is given much light for future research.

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APPENDICES:

Appendix 1. Instrument Validation Form:

Name of Validator:		Educational Qualification:
Instrument to be Validated: This instrument validation form is made to evaluate the Teaching Observation Checklist.		
Instructions: Write YES if the instrument meets the criterion, if not, write NO.		
	Is the language appropriate, clear and easy to understand?	
	Is the content pertinent to the instrument's intended purpose?	
	Is the format desirable and fitting?	
Comments/ Suggestions:		
Signature of the Validator		

Appendix 2. Assent Form

Title of Study: TOTS Model: An Instructional Framework on Critical Literacy in English

Why are you being asked to be part of this research study?

A research study is a way to find out new information about the critical literacy of students in the area of English. You are being asked to take part in this research study because the researcher is trying to learn more about the Critical Literacy in English as second language speakers. The researcher is asking you to be in the study because the

If you join the study what will happen to you?

You are going to participate in a one to two weeks of video-recorded class discussion, and you are going to partake to the discussion as the class, and accomplishing written outputs will be part of your major participation.

What do you get for being in the study?

You will be getting a commendation certificate for participating in the research conduct. If applicable, your grades in the core subject will also be given additional merit for your participation.

Do you have to be in the study?

You do not have to be in the study. It's up to you. No one will be upset if you don't want to do this study. If you join the study, you can change your mind and stop being part of it at any time. All you have to do is tell us. It's okay, the researchers and your parents won't be upset.

Do your parents know about this study?

This study was explained to your parents and they said that we could ask you if you want to be in it. You can talk this over with them before you decide.

Who will see the information collected about you?

The information collected about you during this study will be kept safely locked up. Nobody will know it except the researcher. The study information about you will not be

given to your parents (or teachers). The researchers will not tell your friends or anyone else.

What if you have any questions?

You can ask any questions that you may have about the study. If you have a question later that you didn't think of now, either you can call or have your parents call the researcher through the information given to you.

Other information about the study.

- If you decide to be in the study, please write your name below.
- You will be given a copy of this paper to keep.

☐ Yes, I will be in this research study.

☐ No, I don't want to do this.

Participant's name

Signature

Date

Person obtaining Assent

Signature

Date

Appendix 3. Teacher Evaluation Tool: Lesson Exemplar

Name of the Evaluator: _____

Educational Attainment: _____

Title of the Lesson Evaluated: _____

Directions: Tick (/) your responses from the given questions. If the item has no use for the specific lesson, please indicate in the remarks NOT APPLICABLE.

QUESTIONS:	YES	NO	REMARKS/ CITE EXAMPLES
Disrupting the commonplace			
1. Does the lesson invite participants to question the text?			
2. Does the lesson allow participants to use other means to explore “how it is”/ consider alternative perspectives and actions?			
3. Does it have activities which cater the students’ positioning for further exploration of contexts, histories and other underlying meaning?			
Considering Various Views			
1. Do the activities involve alternative ways of seeing the text?			
2. Does it consider the marginalized persona?			
3. Is the lesson allowing the participants to engage in activities which highlight			

differences?			
Focusing on Socio-political Perspectives			
1. Do the activities lead toward a discussion of power relationships between or among groups?			
2. Does the lesson attempt to bridge personal anecdotes and experiences to much bigger scale of culture, norms or beliefs?			
3. Does it build ways to involve the subordinate group/s' participation?			
Taking Action			
1. Does the lesson shift the participants from passive to actor roles?			
2. Does the activity/ies involve ongoing accessing and using language or image to change the existing discourse or context of the material?			
3. Do the activities enable the participants to create new borderlands and rich cultural inclinations?			
Comments/ Suggestions:			

Signature of the Evaluator/ Date

Source: Adapted from Sandretto and Ledington (2010)

Appendix 4. Expert/ Teacher Observation Tool

Name of the Evaluator: _____

Educational Attainment: _____

Title of the Lesson Evaluated: _____

Directions: Tick (/) your responses from the given questions. If the item has no use for the specific lesson, please indicate in the remarks NOT APPLICABLE.

Areas	Observed	Not Observed	Remarks/ Cite Examples
A. Disrupting the commonplace			
1. The lesson invites the participants to question the text.			
2. It allows participants to use other means to explore “how it is”/ consider alternative perspectives and actions.			
3. It has activities which cater the students’ positioning for further exploration of contexts, histories and other underlying meaning.			
B. Considering Various Views			
1. The activities involve alternative ways of seeing the text.			
2. It considers the marginalized persona.			
3. The lesson allows the participants to engage in activities which highlight differences.			

C. Focusing on Socio-political Perspectives			
1. The activities lead toward a discussion of power relationships between or among groups			
2. The lesson attempts to bridge personal anecdotes and experiences to much bigger scale of culture, norms or beliefs.			
3. It builds ways to involve the subordinate group/s' participation.			
D. Taking Action			
1. The lesson shifts the participants from passive to actor roles.			
2. The activity/ies involve/s ongoing accessing and using language or image to change the existing discourse or context of the material.			
3. The activities enable the participants to create new borderlands and rich cultural inclinations.			
Observation Comments/ Suggestions:			

Signature of the Observer/ Date

Source: Adapted from Sandretto and Ledington (2010)

Appendix 5. Student Assessment Tool:

Student Name (Optional): _____

Grade/ Section: _____

Directions: Consider the rating scale in answering the assessment tool. For each statement, note yourself and provide an example from the activities that can support your rating.

[illegible]

STATEMENT	RESPONSE/ SCALE	PLEASE GIVE AN EXAMPLE
1. This lesson enables me to engage the text with my personal experiences.		
2. I am able to determine multiple viewpoints/ perspectives.		
3. This lesson enables me to challenge socio-political perspectives.		
4. I am able to discuss and apply the influence of the reading material to my way of thinking.		
Comments:		

Signature of the Student/ Date

Source: Adapted from Sandretto and Ledington (2010)

Table 14

Model 1 (Strategy Instructional Framework: McLaughlin & Devoogd, 2004)

MODEL	PRINCIPLES	CORE CONSTRUCTS	SUB-IDEAS
Validator's Codes			
The Strategy Instructional Framework	This type of framework helps the students in an in-depth analysis of a text through a step by step process incorporated with various activities that target the needs of the students individually and collaboratively. In addition, the reflection phase gives room for students to connect the text to other texts using different perspectives.	The core constructs of this framework are explaining, demonstrating, guiding, practicing and reflecting.	- The use of theme based focus groups that help students in the critical analysis of the different points of view used and let students explore any bias in the text. - Connection stems which encourage students to reflect and share their opinions while involving them to the text. - Problem posing strategies that use a variety of media which are critically processed by answering different questions.
Researcher's Codes			
The Strategy Instructional Framework (McLaughlin & Devood, 2004)	The Guided Comprehension Direct Instruction Framework engages the learners to focus on learning the strategies and apply them in 'scaffolded' settings.	The five-fold linear procedure: explaining, demonstrating, guiding, practicing, and reflecting.	- Read-aloud technique to facilitate the reading activity - Problem-posing Tasks - Alternative text or switching strategies

Table 15

Input of Model 1 to the Proposed Instructional Framework

The Strategy Instructional Framework			
Similar Codes	Different Codes		Final Codes
	Validator Codes	Researcher Codes	
The core constructs of this teaching model involves explaining (1), demonstrating (2), guiding (2), practicing (3) and reflecting (4). In this teaching strategy, the facilitator needs to provide problem posing tasks so that students will be involved to critical questions (3).	- (2,3)The use of theme based focus groups that help students in the critical analysis of the different points of view used and let students explore any bias in the text. - (1) Connection stems which encourage students to reflect and share their opinions while involving them to the text.	- (2) Read-aloud technique to facilitate the reading activity - (3) Alternative text or switching strategies	(1) Tapping the Learners' End (2) Overseeing Students' Thinking (3) Thinking about Thinking (4) Supplying Metacognitive Critical Task

Legend: The initial codes are categorized and agreed by the validators based on the numbers stipulated in the final codes.

Table 16

Model #2 (Infusion Pentagon Model: Lopez, 2010)

MODEL	PRINCIPLES	CORE CONSTRUCTS	SUB-IDEAS
Validator's Codes			
Infusion Pentagon model/lesson	The Infusion Pentagon model greatly necessitates direct teacher supervision as a way to guide students in accomplishing complex tasks through critical thinking. Furthermore, the central goal of the said framework is the development of students' critical thinking skills that are essential in real life situations.	This framework is composed of the following components: language, critical thinking, thinking strategies, text forms and social issues.	- Using the formed ten pairs from the model: A. language and critical thinking B. language and social issues C. language and thinking strategies D. language and text forms E. thinking strategies and social issues F. thinking strategies and text forms G. thinking strategies and critical thinking H. social issues and text forms I. social issues and critical thinking J. text forms and critical thinking.
Researcher's Codes			
Infusion Pentagon Model/ Lesson (Lopez, 2010)	An Approach to teaching critical thinking to the students which directs them to explicit way of encouraging the learners to think critically which needs direct teacher intervention. Cognitive skills are taught explicitly from the contexts of the subject matter.	Conceptualized infusion of five components for critical thinking: language, critical thinking, thinking strategies, text forms, and social issues.	Formed infused pairs for teaching: -Language and critical thinking -Language and social issues -Language and thinking strategies - Language and Text forms - Thinking Strategies and Social Issues - Thinking Strategies and Text Forms - Thinking Strategies and critical thinking - Social Issues and Text Forms - Social Issues and Critical thinking - Text Forms and Critical Thinking

Table 17

Input of Model 2 to the Proposed Instructional Strategy

Infusion Pentagonram Model/Lesson			
Similar Codes	Different Codes		Final Codes
	Expert Codes	Original Codes	
The model presents direct teacher supervision which revolves around basic components: language, critical thinking, thinking strategies, text forms and social issues.	None	None	(1) Tapping the Learners' End
- Using the formed ten pairs from the model:			(2) Overseeing Students' Thinking
A. (1) language and critical thinking			
B. (3) language and social issues			(3) Thinking about Thinking
C. (1) language and thinking strategies			
D. (2) language and text forms			
E. (3) thinking strategies and social issues			
F. (2) thinking strategies and text forms			
G. (3) thinking strategies and critical thinking			
H. (3) social issues and text forms			
I. (1) social issues and critical thinking			
J. (2) text forms and critical thinking.			
Legend: The initial codes are categorized and agreed by the validators based on the numbers stipulated in the final codes.			

Table 18

Model 3 (PDRS: Campano, 2010)

MODEL	PRINCIPLES	CORE CONSTRUCTS	SUB-IDEAS
Validator's Codes			
PDRS (Campano, 2010)	Collaborative learning is an integral part of this framework where students are encouraged to work and think critically with others, resulting to a productive work.	Diverse tasks that focus on the enhancement of critical thinking through collaborative learning.	- Utilizing a cycle designed for the framework that supports students' active exploration, choice and autonomy, and authentic feedback.
Researcher's Codes			
PDRS (Plan it, Do it, Review it, Share it) (Campano, 2010)	Students' ability to think critically and collaborate meaningfully with others occur best within a cycle of generating and improving their work takes place (Gorges et al. 2008).	Collaborative Learning in developing critical thinking	Active exploration, choice and autonomy, and authentic feedback from peers

Table 19

Input of Model 3 to the Proposed Instructional Strateg

PDRS: Plan it, Do it, Review it, Share it			
Similar Codes	Different Codes		Final Codes
	Expert Codes	Original Codes	
The integral part of this framework is collaborative learning taken from the set of activities being utilized (3).	None	None	(1) Tapping the Learners' End
			(3) Thinking about Thinking
The cycle of activities being utilized encourages active exploration (1), choice and autonomy (1) and authentic feedback from peers (3).			(4) Supplying Metacognitive Critical Task
It provides diverse tasks for critical thinking which can be used for authentic feedback (4).			
Legend: The initial codes are categorized and agreed by the validators based on the numbers stipulated in the final codes.			

Table 20

Model 4 (Actualizing Critical English Language Teaching: Valdez, 2010)

MODEL	PRINCIPLES	CORE CONSTRUCTS	SUB-IDEAS
Validator's Codes			
Actualizing Critical English Language Teaching	The model/framework actualizes critical literacy where students are engaged in a text discussion and varied activities are expected to be done that procedurally help students analyze, synthesize, criticize and express their viewpoints.	- Using suitable authentic texts with highlighted themes. In this area, teacher may have reasons to use the text (example: text patterning, text analysis and overall theme). - Probing students' attention through a well arranged learning environment. On this part, students are encouraged to discuss their viewpoints without any threatening factors. - Instilling questions for text understanding (critical evaluation of the students towards the text). - Performing a critical final task through real-life applications (here, social issues are being discussed).	Utilizing this concept adheres to the critical pedagogy as an effective tool to actualize critical literacy of the students. This will teach students to exhibit critical stance towards a relevant societal issue.
Researcher's Codes			
Actualizing Critical ELT in Philippine Classroom Experience (Valdez, 2010)	Critical pedagogy is realized through students' constant reshaping of beliefs concerning social issues in the country.	Textual and non-textual concepts of the poster essays deploying critical literacy: -Extraction on the students' awareness to social issues -Ability to use language to challenge the oppressors of marginalized -Engagement through meaningful dialogue with the text	Disrupting the commonplace in a classroom experience (Van Sluys , etc, 2002) through the three-fold procedure: (1) setting the classroom mood, (2) text questioning, and (3) analyzing the text through a critical task

Table 21

Inputs of Model 4 to the Proposed Instructional Strategy (Valdez, 2010)

Actualizing Critical English Language Teaching in Philippine Classroom			
Similar Codes	Different Codes		Final Codes
	Expert Codes	Original Codes	
Utilizing this concept adheres to the critical pedagogy as an effective tool to actualize critical literacy of the students. This will teach students to exhibit critical stance towards a relevant societal issue (3).	- Using suitable authentic texts with highlighted themes. In this area, teacher may have reasons to use the text i.e. text patterning, text analysis and overall theme (1,2)	Knowing what students' already know (1) Analyzing the text through a critical task (4) Using language to challenge the oppressors of marginalized (3)	(1) Tapping the Learners' End (2) Overseeing Students' Thinking (3) Thinking about Thinking (4) Supplying Metacognitive Critical Task
Setting the classroom mood (Probing students' attention through a well arranged learning environment. On this part, students are encouraged to discuss their viewpoints without any threatening factors)(1).	- real-life applications (here, social issues are being discussed) (3,4)		
Performing a critical final task through Textual and non-textual concepts of the posteressays deploying critical literacy (4)			
Instilling questions for text understanding or critical evaluation of the students towards the text. (3)			
Legend: The initial codes are categorized and agreed by the validators based on the numbers stipulated in the final codes.			

Table 22

Model 5 (Inquiry Cycle: Vasquez and Egawa 2002)

MODEL	PRINCIPLES	CORE CONSTRUCTS	SUB-IDEAS
Validator's Codes			
Inquiry Cycle	The Inquiry Cycle considers the positioning of the learners towards reading cultural text. Also, it makes learners proactive in valuing ideologies and social relations.	Inquiry cycle is a framework that clearly starts at: - Initiating engagements and potential resources - Engagements - Demonstrations - Invitations to inquiry - Opportunities for organizing and sharing - Reflective action plan.	This cycle helps learners grasp a major reflection to a constructive and inquisitive learning which guide them to generate critical thoughts about the text such as: - text functions - text roles of the people - text roles in the society - reconstruction and deconstruction of text meaning to create social space. - text roles to identify culture and views.
Inquiry Cycle	'Positioning' of learners in reading cultural texts	Researcher's Codes • The implication of critical literacy education encompassing the institutional shaping of social practices and cultural resources. • Normative ways of handling texts, artifacts and technologies	The proposed model is composed of (1) Initiating Engagements and Potential Resources, (2) Engagements, (3) Demonstrations, (4) Invitations to Inquiry, (5) Opportunities for Organizing and Sharing, and (6) Reflective Action Plan

Table 22

Input of Model 5 to the Proposed Instructional Strategy

Inquiry Cycle (Vasquez and Egawa, 2002)			
Similar Codes	Different Codes		Final Codes
	Expert Codes	Original Codes	
Student positioning in reading cultural and critical texts towards expressing ones' ideologies and social relations. (2,3)	This cycle helps learners grasp a major reflection to a constructive and inquisitive learning which guide them to generate critical thoughts about the text such as:	Knowing what students' already know (1)	(1) Tapping the Learners' End
	- text functions (1) - text roles of the people (1) - text roles in the society (1,3) - reconstruction (2,3) and deconstruction (2,3) of text meaning to create social space. - text roles to identify culture and views (3).		(2) Overseeing Students' Thinking
Inquiry cycle is a framework that clearly starts at Initiating engagements (1) and potential resources towards Engagements (1) and Demonstrations (2). The cycle continues to Invitations to inquiry (3) and promotes Opportunities for organizing (3). It ends in sharing Reflective action plan (4).			(3) Thinking about Thinking
			(4) Supplying Metacognitive Critical Task
Legend: The initial codes are categorized and agreed by the validators based on the numbers stipulated in the final codes.			

Lesson Excerpts 1: Appendix 6

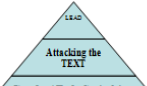
Edited Lesson Exemplar (Session 1 to Session 5)

Hour/s of Execution: 2 hours/ session

Subject: 21st Century Literature of the
Philippines and the World

Grade Level: 12

Prepared by:
Benedict C. Totanes, LPT
MA – English Language Teaching

LEARNING PLAN				
Expected Learning Outcomes: 1. examine the relationship between text and context (EN12Lit-IIg-35) 2. explain the biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and the reader's understanding (EN12Lit-IIh-28) 3. understand literary meanings in context and the use of critical reading strategies (EN12Lit-IIh-36)				
Session 1: Switching Strategies (Springboard: Graphic Classic Version of Jane Eyre) Lesson Objectives: 1. Familiarize oneself with the story's plot – Jane Eyre. 2. Connect one's personal values as to the story's events. 3. Create bookmarks in plotting out the different parts of the story graphic, Jane Eyre.				
I. Preliminary Activities: - Prayer. - Checking of attendance - Classroom Management II. Tapping Learners' End: Engagement: 1. Students are tasked to describe WOMEN of the <u>past</u> and <u>present</u> focusing on their physical looks, contribution, beliefs, and roles in the society. The	III. Overseeing Students' Thinking Guiding: The selected parts of the Graphic Classic Novel to be discussed in the class are: (a) An Unhappy Orphan, (b) Troubles at Home, (c) Welcome to Lowood, (d) Hard Times, (e) Good News at Last, and (f) Endings and Beginnings. Bookmark Technique helps students monitor their comprehension and make evaluative judgments about the	IV. Thinking about Thinking: The teacher instructs the students that they will be playing a class game resolving the three difficult levels of the PYRAMID (answering the reflective questions): (In this strategy, the teacher may give rewards to the class). 	V. Supplying Metacognitive Critical Task: Reflection Activity 'Comic PLOT Twist' Ask students about the connection of their lives to the story or any related schema as drawn in the story. The teacher then divides them by triad.	Reference: Barron's Graphic Classic: Jane Eyre of Charlotte Bronte retold by Fiona Macdonald

Lesson Excerpts 2:Appendix 7

LEARNING PLAN				
Expected Learning Outcomes: 1. examine the relationship between text and context (EN12Lit-IIg-35) 2. explain the biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and the reader's understanding (EN12Lit-IIg-28) 3. understand literary meanings in context and the use of critical reading strategies (EN12Lit-IIh-36)				
Session 2: Understanding Alternative Texts through an Authentic Text in Social Media				
Lesson Objectives: 1. Characterize the features – strengths and weaknesses – of a modern woman, 2. Reflect on the feelings of the narrator though concept/ partner sharing, and 3. Create portraits of the alternative perspective in the text.				
I. Preliminary Activities: • Prayer. • Checking of attendance • Classroom Management	III. Overseeing Students' Thinking 1. Ask the students to read the short narrative taken from the Facebook Page entitled <i>Open Letters that Matter</i> posted last December 2016 from an anonymous Filipina writer. 2. Read-Pause-Make Connections In this strategy (adapted from	IV. Thinking about Thinking: 1. Discussion questions: a) Who is in the text? b) Who is missing? Who is not talking in the text? c) What do you think are the insights of the "OTHERS"? d) Is determining the alternative helpful in	V. Supplying Metacognitive Critical Task: 'Brain and Alternative Brain Sketches' This strategy allows the students to create portraits of the first	Reference: www.facebook.com Title: Open Letters that Matter (Being Beautiful can be This Tragic) published in June 13, 2016s
II. Tapping Learners' End: Motivation 1. Present pictures of the prominent women in the society like that of Sen. Miriam Defensor-Santiago, Vice President Leni				

LEARNING PLAN				
Expected Learning Outcomes: 1. examine the relationship between text and context (EN12Lit-IIg-35) 2. explain the biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and the reader's understanding (EN12Lit-IIg-28) 3. understand literary meanings in context and the use of critical reading strategies (EN12Lit-IIh-36)				
Session 3: Character Modification (Springboard: Flicker Fade Gone by Carl Joe Javier)				
Lesson Objectives: 1. Show understanding of the text through scene portrayal of the part being read, 2. Determine the character voices which are marginalized in the text, and 3. Sketch modified characters based on the story read.				
I. Preliminary Activities: • Prayer. • Checking of attendance • Classroom Management	III. Overseeing Students' Thinking 1. Group Says (adapted from Say Something Activity) Each group is assigned to read parts from the text. The teacher pre-assigned the readings to the groups. Each group and presenters will take turns in presenting their insights to the class. They are to answer the questions: (1) How does the story start/ transition?	IV. Thinking about Thinking: 1. Guiding Round-table discussions: • What is your take-away about the theme of the story? Do you concur or not? (Gaming is seemingly a destroying agent for one's identity.) • How are you empowered and at the same time marginalized when	V. Supplying Metacognitive Critical Task: CharacTWO 'ASSESSination': A Card Stacking Strategy The students are going to modify two personalities in the story. The characters are drawn in the manner in which the	Reference: Uychoco, M. (2016). 21 st Century Literature from the Philippines and the World. Quezon City: Rex Printing Company Inc.
II. Tapping Learners' End: 1. Present pictures of the different online games; then, ask the students to determine what the game titles of the following are. 2. Allow students to think of the benefits of the games aside from the ENTERTAINMENT value they share to the gaming				

CURRICULUM VITAE

BENEDICT C. TOTANES, LPT

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togepe_benz@yahoo.com



PERSONAL MISSION STATEMENT:

I, Benedict C. Totanes, am prayerful, contemplative, and enduringly faithful.

I am a dedicated, persevering and faithful teacher. I devote myself in teaching with love, joy, wisdom and care for my students. I use 'high love and high discipline' tenet as my teaching principle. As an educator, I love learning, and I enjoy sharing my creative thoughts. I can work efficiently, effectively, and harmoniously in a team.

The Lord Jesus will always be the leading motivator, the center, and the source of inspiration in my feeble yet wonderful life.

WORK EXPERIENCES:

Position:	Institution:	Inclusive Dates:	Other Assignment/s:
Subject Teacher (Senior High School)	Taguig Science High School/ San Miguel, Taguig City	July 3, 2017 – Present	Grade 12 Adviser/ SSG Adviser
Subject Teacher English 10/ English 11	St. Paul College of Makati/ D.M. Rivera St., Poblacion, Makati City	June 1, 2014 – April 30, 2017	Grade 10 Adviser Grade 11 Adviser
Subject Teacher	St. Paul College of Makati/ D.M.	June 1, 2013 – May	Grade 6 Adviser

English 6	Rivera St., Poblacion, Makati City	31, 2014	
Subject Teacher Year IV	La Immaculada Concepcion School/ E. Caruncho Ave., Pasig City	June 2011 – March 2013	Year IV Adviser
Student Teacher Year II	Taguig Science High School/ C. P. Tinga Complex, Hagonoy, Taguig	August 2010 – February 2011	Class President

EDUCATIONAL ATTAINMENT:

Level:	Institution:	Inclusive Dates/ Year Graduated:	Recognition/ Awards/ Certificates:
GRADUATE Master of Arts in English Language Teaching	Philippine Normal University	April 2015 – present	Graduated April 2019
TERTIARY Diploma: Bachelor in Secondary Education – major in English	Polytechnic University of the Philippines – Taguig Campus	April 2011	Resident scholar (Dean's List: 2010/ President's List: 2011)
SECONDARY	Moreno Integrated School	April 2007	Third Honorable Mention
ELEMENTARY	Calasgasan	April 2003	Valedictorian

	Elementary School		
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SEMINARS ATTENDED/ EXPERIENCES/ TRAINING:

Seminar Title:	Date/Venue:	Individual Description:
MTOT (MASS TRAINING FOR SHS TEACHERS) - ACADEMIC TRACKS	ICON Hotel, EDSA/ February 2, 2018	Demonstration Teacher in Creative Non-Fiction
MTOT (MASS TRAINING FOR SHS TEACHERS) - ACADEMIC TRACKS	ICON Hotel, EDSA/ January 18 – February 4, 2018	Participant
MTOT (MASS TRAINING FOR SHS TEACHERS) - COMMON TOPICS	Eurotel Makati/ December 11 – December 15, 2017	Participant
LSP Annual Conference 2017	Far Eastern University Manila, Philippines	Paper Presenter Title: TBLT Based Investigative Reading Prompts
International Conference in Education	Crown Regency Hotel, Boracay Philippines December 9 – 11, 2016 (Sponsored by PNU-Manila in partnership with Suratthani Rajabhat University and New England University	Holder of Certificate of Appreciation for being a Paper Presenter

International Conference in Education	Crown Regency Hotel, Boracay Philippines December 9 – 11, 2016 (Sponsored by PNU-Manila in partnership with Suratthani Rajabhat University and New England University	Participant
10 th Annual Free Linguistics Conference	Bung Hatta University, West Sumatra, Padang, Indonesia September 29 – October 1, 2016	Holder of Certificate of Appreciation for presenting a paper entitled: Taxonomy of Text Language
10 th Annual Free Linguistics Conference	Bung Hatta University, West Sumatra, Padang, Indonesia September 29 – October 1, 2016	Participant
10 th Annual Free Linguistics Conference Workshop Title: “Rethinking the basics in language teaching and learning”	Bung Hatta University, West Sumatra, Padang, Indonesia September 29 – October 1, 2016	Holder of Certificate of Appreciation
Graduate Research Forum 2016 by the Arts and Language Program	Philippine Normal University May 6, 2016	Participant and Session Manager
Summer 2015 INSET for Grade 10 Teachers in Private Schools	May 6 – 8, 2015 De La Salle University	Teacher Participant
The 7 Habits of Highly Effective People: Education Version	Issued June 8, 2014	Holder of Certificate of Completion

Apps for Education Seminar	April 10 – 11, 2014 St. Paul College of Makati	Participant
Scientific and Humanistic Classroom Management: Towards Creating A Conducive Teaching – Learning Environment	July 12, 2013 St. Paul College of Makati	Participant
The Science and Art of Questioning: Towards the Development of Higher-order Thinking Skills	July 11, 2014 St. Paul College of Makati	Participant
Pedagogical Approaches Across Disciplines: Towards A Critical-Thinking Teaching-Learning Process	July 5, 2014 St. Paul College of Makati	Participant
Every Teacher, A Catechist: Towards an Authentic Values Integration Across Curricula	June 28, 2014 St. Paul College of Makati	Participant
Seminar-Workshop on Spiral Approach in English	May 23, 2013 St. Paul College of Makati	Participant
Seminar-Workshop on Teaching Strategies	May 22, 2013 St. Paul College of Makati	Participant
New Evangelizing Breakthroughs and Frontiers	May 20 – June 1, 2013 St. Paul College of Makati	Holder of Certificate of Completion
Visual Aids Preparation	October 9, 2009 DOST	Student Participant

PERSONAL IDENTIFICATION:

Date of Birth: July 23, 1990

Place of Birth: Taguig City

Mother's Name: Teodora C. Totanes

Occupation: House Keeper

Father's Name: Honesto H. Totanes Jr.

Occupation: Retired Service Man

Height: 5 Feet, 5 ½ Inches

Weight: 60 kg

SKILLS/ OTHER QUALIFICATIONS:

1. Authorship: Textese Categories and Textese Application in L2 Class Discussion: A Narrative Inquiry (i-manager's Journal of English Language Teaching)
2. Licensed Professional Teacher
3. Research-inclined individual
4. Published Research Article in iJELT: Textese Categories and Textese Application in L2 Class Discussion: A Narrative Inquiry
5. TOEIC Description: Work Proficient (October 21, 2015)
6. Holder of Certificate of Commendation for Scholastic Reading Program (October 14, 2015)
7. Volunteer Teacher in UPLIFT- ALS Ministry (2014 – 2015) known as Teacher Bong
8. Computer literate
9. Choir singer (EXALT Team, Christ Commission Fellowship)
10. Hard working, diligent, and creative teacher

REFERENCES:

Ms. Irish Mellie U. Nomorosa	Subject Team Leader – English St. Paul College of Makati 09175444501
Dr. Rachelle B. Lintao	Affiliated Professor Philippine Normal University/ University of Sto.Tomas 09177956545
Dr. Melchor Tatlonghari	Retired Professor Philippine Normal University 09178311643
Dr. Merry Ruth Gutierrez	Graduate Professor/ Reading Program Coordinator Philippine Normal University 09435858004

I hereby state that the above-mentioned information is correct and true according to the best of my knowledge and belief.

Signature