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Eleştirel pedagoji yaklaşımı çerçevesinde hizmetiçi İngilizce öğretmenleri için okuma dersi modeli geliştirilmesi / Bilki, Z.

083. Developing a reading course model for pre-service English language teachers within the framework of critical pedagogy

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Abstract

Today's global world brought significant changes to our learning and teaching habits, skills, and competencies we need to gain to deal with and make decisions on challenging global issues. One of these essential skills we need to improve is critical thinking skills. Enhancing critical thinking skills and developing an in-depth critical consciousness on challenging issues can be achieved through the improvement of two essential literacy skills, reading and writing. This paper presents a reading course model developed to improve pre-service English language teachers' critical reading skills within the framework of critical pedagogy. Many English reading courses in higher education level are designed with traditional approaches that aim to improve the basic reading comprehension skills of second language (L2) readers. Unlike these courses, the course model reported in this paper aims to develop pre-service English language teachers' critical reading skills as well as consciousness on critical global issues by creating a context they experience reading in English as a social act and by having a deeper level of engagement with critical global issues such as social justice, gender equality, refugee problems, human rights, and environmental challenges. The paper first provides a detailed description of the theoretical framework behind the design of the course and then presents the course with a focus on learning objectives, course procedure, reading text selection and assessment of students' works. The pedagogical considerations and implications are provided in the conclusion for instructors who are interested in implementing a reading course enriched with critical pedagogy.

Keywords: Critical reading, critical thinking, critical pedagogy

Eleştirel pedagoji yaklaşımı çerçevesinde hizmetiçi İngilizce öğretmenleri için okuma dersi modeli geliştirilmesi

Öz

Bugünün küresel dünyası, zorlu küresel konularla baş edebilmek ve bu konular hakkında kararlar alabilmek için ihtiyacımız olan öğrenme ve öğretme alışkanlıklarında, becerilerinde ve donanımlarında değişikliklere yol açtı. İyileştirmemiz gereken bu önemli becerilerden bir tanesi eleştirel düşünme becerisidir. Bu zorlu konularda derinlemesine eleştirel farkındalığı geliştirmek ve eleştirel düşünmeyi artırmak iki önemli okuryazarlık becerisi ile başarılabilir: okuma ve yazma. Bu makale eleştirel pedagoji çerçevesinde hizmet öncesi İngilizce öğretmenlerinin eleştirel okuma becerilerini iyileştirmek amacı ile geliştirilen bir okuma dersi modeli sunmaktadır. Yüksek öğretim seviyesindeki birçok İngilizce okuma dersi ikinci dil okuyucularının temel okuma ve anlama becerilerini geliştirmeyi amaçlayan geleneksel yaklaşımlar takip edilerek tasarlanmıştır. Bu derslerden farklı olarak, bu makalede sunulan ders modeli hizmet öncesi dil öğretmenlerinin eleştirel

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okuma becerilerini geliştirmeyi, aynı zamanda bu öğretmen adayları için sosyal adalet, cinsiyet eşitliği, göçmen sorunları, insan hakları ve çevresel zorluklar gibi küresel konular ile derinlemesine bağlantı kurarak İngilizce okumayı bir sosyal hareket olarak tecrübe edebilecekleri bir ortam yaratarak, hassas küresel konular hakkında farkındalıklarını artırmayı hedeflemektedir. Bu makale öncelikle dersin tasarımının ardındaki teorik çerçeveyi detaylı bir şekilde tanımladıktan sonra ders modelini, dersin kazanımlarına, dersin işleniş sürecine, okuma metinlerinin seçimine ve öğrenci çalışmalarının değerlendirilmesine odaklanarak sunmaktadır. Sonuç kısmında eleştirel pedagoji ile zenginleştirilmiş bir okuma dersini uygulamak isteyen öğreticiler için pedagojik hususlar ve uygumalar da sunulmaktadır.

Anahtar kelimeler: Eleştirel okuma, eleştirel düşünme, eleştirel pedagoji

1. Introduction

The 21st century has brought significant changes to the learning habits, skills and competencies learners and teachers need to develop in this new global world (Boholano, 2017; E2030: education and skills for the 21st century report) in which they need to deal with and make decisions on serious global issues (e.g., war, immigration, poverty, environmental challenges etc.) to figure out solutions. One of these skills learners need to develop or improve in order to do all efficiently and effectively is the critical thinking skill that would enable them to evaluate critically what they see, hear, and read. One of the essential perspectives on the development of critical thinking is the skills perspective (Davies & Barnett, 2015) that emphasizes how critical thinking has been widely embraced in reading and writing. Reading and writing as two critical skills for learners' literacy development and academic adjustment (Howard et al., 2018) lead to develop critical thinking. Reading supported with criticality allows individuals to go beyond receiving and retaining information simply, to gaining a more complex understanding of the information being presented to them. Learning how to read critically helps individuals in evaluating, understanding, and presenting reasoned arguments (Wallace, 2003; Wallace & Wray, 2021). While experiencing critical reading process and strategies, readers are able to rely on different types of arguments, know how to react to, analyze information on the written texts in English and develop their informed and reasoned ideas about a critical topic. However, many second language (L2) readers especially the ones who have not experienced critical reading even in their first language and native culture do not have a great deal of experience in reading critically in English (Wilson, 2016), which is supported with critical thinking.

Although critical thinking as a social practice is not simply added into the L2 education and pedagogy (Atkinson, 1997), integrating critical thinking in second language education has been under discussion for a long time (Li, 2016). Raising critical consciousness as critical content teaching has been discussed under the light of critical pedagogy (Canagarajah, 2005). Developing critical pedagogy lessons for L2 learners have been evaluated as an opportunity as the aim was to help prepare learners for a social world in which they develop their language skills "necessary to act in their best interests and contribute effectively in the development of a more equitable and tolerant society" (Morgan, 1998, p. 6). For example, if learners are exposed to reading practices in which they would be able to go beyond basic reading and thinking skills, they can develop their understanding of what it means to think (Moore, 2013), and read critically (Wilson, 2016). Despite the important role of consciousness raising practices in the improvement of L2 reading comprehension, L2 reading has been mostly practiced in instructional settings for improving learners' linguistic and basic comprehension skills focusing mostly on lower-level thinking skills. However, reading and reading comprehension is much more complex than being as "an

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ability to understand information in a text and interpret it appropriately" (Grabe & Stoller, 2013, p. 11). Critical reading requiring high-level text processing activities helps readers determine accuracy of facts and its interpretations as well as assessing the opinions and knowledge presented in the texts (Barnet et. al., 2020). So, through appropriate content design and text selection that follow a critical approach, it might be possible to transform reading process into a critical reading process in which learners find themselves in an educational process where "issues of power, discourses, and knowledge are addressed" (Canagarajah, 2005) in addition to the teaching of basic reading skills. With this idea in mind, this paper presenting a new reading course model supported with critical pedagogy refers to the question: How can we enrich reading process for L2 readers then to improve their reading skills as well as promoting their critical consciousness?

Consciousness-raising can be practiced in the instructional settings through the experience of critical issues and this experience requires a deep level of engagement with the texts they read and the world they live both from students and the teacher (Okazaki, 2005; Naiditch, 2016). It is critical that the content provided to learners should be meaningful to students so that they can become aware of their sociopolitical surroundings with the intent of transformation in the language learning setting and in the larger society (Norton & Toohey, 2004). In this process, it is important to consider the role of language teachers who are responsible to select, design and adapt the materials used in the practice of reading skills. Language teachers have a critical role in contributing to the literacy skills of L2 readers, and thus, it is essential for them to show their investment at the level of desire and develop critical consciousness to engage with critical issues they have been experiencing in their local and global world (Pennycook, 1999). Then the question comes: Are the language teachers of tomorrow critical enough in reading in English before they start teaching it in the classrooms of tomorrow? Critical thinking preceding and supporting critical reading is accepted such an essential skill today for language teachers to gain and transfer to their own students (De Costa & Norton, 2017) as the teachers of global communication. Yet there is not much research and practical implementation in the literature that explicitly examines foreign language teacher candidates' evolving perspectives during a critical content-based course. Although the literature documents evidence of consciousness raising through critical pedagogy, the content of the courses many pre-service English language teachers (ELT) are exposed to in higher education level lacks critical content that might make them active agents for social change in their classrooms and their local and global world.

With this idea in mind, this paper presents a reading course model through critical pedagogy in which it was intended to raise critical consciousness of pre-service English language teachers by developing resources and assignments through culturally, socially and globally responsive texts. The paper argues that there is a lack of critical perspective within current English Teacher Education curriculum that might contribute to ELT teachers' critical thinking skills and awareness. The content of reading oriented courses in the curriculum might be enriched with critical pedagogy not only to help them reshape their basic reading skills in English but develop new perspectives of understanding the social and global world they exist and would be teaching.

2. Theoretical background

In the following section, an understanding of critical thinking is provided with its relevance to critical reading, which is followed by the literature on critical pedagogy and its application to l2 learning settings emphasizing how the process of pre-service language teacher education needs a critical perspective to

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be embedded. this discussion builds up the necessity of a new pedagogical reading course model that is supported with the use and analysis of high-level authentic reading texts on critical global issues.

2.1. Critical thinking and language education

in the 21st century, education including foreign language education has shifted its attention to teaching students how to process information they have received critically. the teaching of critical thinking skills has therefore been identified as an area that needs to be developed for both students and teachers (e2030: education and skills for the 21st century report). critical thinking skills are essential in educational settings because in these social and interpersonal contexts critical pedagogy allows individuals to go beyond simply receiving the information they received (dwyer, hogan, & stewart, 2012; siegel, 1988) and improve their decision-making, problem-solving skills as well as crafting their voices on critical social and political issues (ku, 2009). the literature suggests that good critical thinkers make better decisions and judgements in situations that are open to discussion in the process of becoming more active citizens (gambrill, 2006).

this goal of cultivating a culture of critical thinking in the field of education has changed the role of teachers from only transferring information to preparing students for information processing by practicing critical judgement and thinking (petek & bedir, 2018). as in other fields, the prominence of promoting critical thinking has also been acknowledged in english language teaching (elt). in the field of elt, one of the skills english language teachers need to focus on developing is to nurture students' reasoning and critical thinking skills (de costa & norton, 2017). although critical thinking is a complex concept that is not simply embedded into second language teaching objectives, the improvement of critical thinking including students' critical awareness and reflection is supported with critical reading (carter, 2011, barnet et al., 2020).

2.2. Critical reading

As in their first language (L1) reading, L2 readers need to participate in a rich and interactive dialogue with texts and their authors (Wallace, 2003) which enable them make meaning rather than simply receiving meaning. In critical reading requiring the use of high-level text processing strategies, L2 readers need to practice hearing the authors' arguments and points of view by deeply and actively engaging with the texts (Hermida, 2009, Barnet et. al., 2020). As Flynn (1989) claims, different from its mostly practice nature of reading, critical readers go into "an interactive process using several levels of thought simultaneously" (p. 664) such as analyzing and judging ideas in the texts presented by another author and presenting their own position towards these ideas to show their meaningful comprehension and even using their constructed meaning from these texts in what they produce as a writer (Wallace & Wray, 2021).

In integrating critical thinking into L2 reading process, the role of the texts and the reading practices students experience play an important role. The studies that have examined critical reading from the perspective of critical thinking (Macknish, 2011; Suarcaya & Prasasti, 2017) revealed that encouraging L2 readers' critical stance with active reading strategies improved their ability in bringing meaning into the text by reconstructing text (Suarcaya & Prasasti, 2017) and readers provided with authentic English texts and facilitated with peer discussions after reading improved their ability in uncovering meanings in the texts as a critical literacy-related process (Macknish, 2011). Although there are studies emphasizing the importance of selected authentic texts bring a change in L2 readers higher order

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thinking skills, very few pedagogical approaches have been implemented in practical settings, which would help readers to share their voices on the content of the texts so that readers' intended meanings can be heard and understood. Enhancing critical thinking skills and developing an in-depth critical reflection on what is read is already challenging for many people especially in the cultures and societies where thinking itself is restricted to some degree. Thus, it is necessary to take a further step in transforming instructional approaches, materials used in courses and even a change in the way how we evaluate students' learning.

2.3. Applying critical pedagogy to reading oriented courses

In terms of language teaching, using strategies to ameliorate students' critical thinking in the teaching of reading is common. Critical thinking as the art of close reading requires engaging oneself in constant questioning in the reading process. English language teachers as the key agency of global communication take the lead in creating this critical environment. However, it is unknown to what degree language teachers are equipped enough to read and think critically on the social and political issues. Second language teacher education discourses mainly draw on traditional approaches to teacher education (Bartolome, 2004; Richards & Farrell, 2005) and dominant language skill improvement practices by mostly leaving out critical pedagogy informed approaches (Irvine & Gal, 2000). However, the importance of critical pedagogy for language education and teacher education is undeniable (Hawkins & Norton, 2009).

Criticality embedded into the course model presented in this paper draws on critical literacy (Freire, 1970) and critical pedagogy. The course model focuses on criticality which refers to the ability to think critically about issues of inequalities, injustices, power and oppression in society. This is particularly useful to enhance learners' critical awareness in understanding the relation between language and sociopolitical and global issues. According to Freire, literacy cannot be taught as a collection of decontextualized, meaningless skills, but should have a purpose of making learners reflective or as a way that allows learners to bring their own life experiences to the learning process. Literacy enriched with critical pedagogy focusing on problematic or challenging issues in learner lives would help learners to find their positions towards and their voices on these critical issues as readers, speakers, and writers. In the field of L2 learning, a critical pedagogy approach has attracted attention by emphasizing the need to "aim at transformation, a way of shifting pedagogical relations to give students more curricular control, and ways of engaging with difference not merely in terms of inclusivity and issues but also at the level of desire" (Pennycook, 1999, p. 341). The learning process enriched with critical approaches therefore not so much requires a static presentation of the knowledge and practices but involves a context in which complex cluster of social, cultural, and political issues are practiced (Pennycook, 1999). In the learning settings designed around critical pedagogy framework, it is not possible to separate learners' linguistic needs from their social needs (Kumaravadivelu, 2001) and language teachers have the responsibility for creating this atmosphere in the classroom.

By following critical pedagogy, the course model presented in this paper aimed to create a both socially and individually meaningful content for pre-service language teachers who take reading skills course as a required course. Through consciousness-raising reading tasks supported with reading texts on critical global issues, it was intended that teacher candidates practicing their reading skills in English can realize and question the critical global challenges including refugee problems, social justice, and environmental issues as well as reflecting on their own learning. As discussed in critical pedagogy, selected texts on challenging global issues and critical reading tasks presented in the model aim to create a context that

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enable teachers as L2 readers to see the way in which they have positioned themselves as learners, human beings, and global citizens rather than only experiencing a process offering the practice of basic reading comprehension skills.

3. Development of an undergraduate level reading course through a critical pedagogy

3.1. Course description

Drawing on the theoretical framework and the compelling need described above, this paper presents a new pedagogical practice for cultivating pre-service English teachers' critical reading skills while supporting the development of their consciousness on the critical social and global issues. Integrating challenging global issues into reading process with selected texts and practices, it is intended to invite teacher candidates as L2 readers to enter the dialogue with the texts they read, the authors of the texts and the social, political, and global world they exist and would be teaching. While improving their reading skills in English, the course aims to develop teacher candidates' reflective capacities on matters of global issues as becoming critical readers.

Learning objectives of the course supported with critical pedagogy:

In bridging the theoretical ideas in the literature review into the practicality of the course, following objectives are intended to be achieved:

> Employ critical and active reading strategies while reading authentic texts in English
>
> Identify the structure of arguments in the reading texts
>
> Evaluate the validity and soundness of argument in the selected texts
>
> Critically analyze the selected texts to create their own summaries and reports

In addition to these objectives, two other goals of this course to be achieved for the successful implementation of the critical pedagogy are followed:

> To create a context in which learners can demonstrate a more intense engagement with the content of their reading and language productions (both written and spoken).
>
> To provide a way of evaluating and developing opposing positions on social and global issues such as social justice, gender equality, immigration, democracy etc.

These objectives would be the indication of a developing critical disposition and awareness and thus, the entire course procedure and course assessment have been developed considering the important role of critical consciousness raising practices in the reading process as a high-level thinking process.

3.2. Target participants and setting

The course model described in this paper was developed to be conducted in reading-oriented courses such as Reading Skills course which is one of the required academic reading courses in English Language teacher education programs in higher education institutions around Turkey. Language teacher candidates in the program take several language-oriented courses where they aim to improve their language skills (reading, writing, oral communication) as the teachers of future.

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3.3. Course procedure

As claimed in the literature, in the critical teacher education development, criticality requires transformative teacher education in which both teacher educators and teachers critically reflect on language learning and teaching processes as well as linking this learning process with broader sociopolitical and global issues they experience in their real lives. Drawing on this idea, Figure 1 presents the main thought processes constructed throughout the course model enriched with the selection of critical reading texts and assessment procedures that would enhance critical thinking and reading skills and in-depth reflection abilities of the students taking the course.
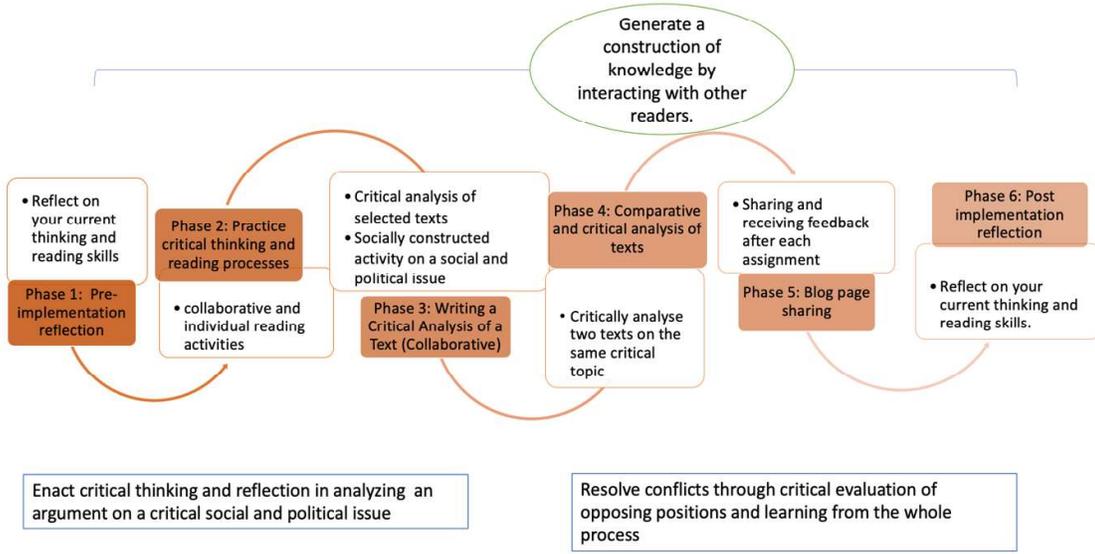

Figure 1. Phases of implementation and thought processes constructed throughout the course

As seen in Figure 1, there are six main phases students need to complete throughout the course. The course starts with a reflection writing task in which students reflect on their existing thinking and reading skills (see Appendix A for pre-implementation reflection paper guiding questions). In the first reflection paper, students can get the opportunity to examine their own thinking and reading and reflect on their current characteristics and experiences as a reader and thinker before taking the reading course. During the course, participants complete in- and out-of-class readings selected from authentic sources and have in-class discussions on critical thinking and critical reading. They complete in- and out of class individual and collaborative reading tasks in which they practice critical analysis of the selected authentic texts using critical and active reading strategies such as identifying arguments, evaluating the validity and soundness of arguments, writing a short review of selected texts etc.

Some of the critical review tasks students complete require collaborative work of students, in which they experience collaborative critical thinking and reflection process in analyzing an argument on a critical social and political issue. One other essential purpose of these collaborative reading tasks is to enable students to generate a construction of knowledge on a critical topic by interacting with other readers. Each reader in the group brings diverse interpretations from what they read, and this would create an environment for the readers to engage with other readers to negotiate meaning they constructed from the argumentative texts. While evaluating the texts collaboratively, they will be able to practice critical

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evaluation of opposing positions, identify appropriate evidence from the text and their own interpretation for claim support and establish a valid voice on the critical topics.

Following these critical, individual and collaborative reading practices, participants complete a written assignment where they work in small groups of four and critically analyze a text selected from the text pool created by the course instructor. The reading texts are selected from popular magazines, newspapers or online platforms and the content of each selected text presents an authentic argumentative writing on a critical global issue such as global warming, human rights, gender equality etc. Sample reading texts and the rationale behind their selection are provided in the following section. The first written and collaborative assignment – writing a critical analysis of a text - is composed of three sections - introduction, summary, and analysis. Each section is completed following the critical reading guidelines designed by the course instructor.

Since the beginning of the semester, students are responsible to create their blog pages in which they would be able to share their written works with other readers in the class. The purpose of designing a personal blog page in this reading class is to create a new platform for the readers of the class in which students would be the readers of their friends' writing on critical issues that includes their reading interpretations from the selected texts and their critical analysis. This activity aims to enhance their critical awareness in understanding and evaluating critical topics by looking at the issue from another reader's perspective that might even conflict with their own interpretation.

The final main assignment students complete in the course is an individual work in which they select two texts presenting conflicting ideas on the same critical issue (e.g., gender equality) and write their critical analysis of the texts by comparing the ideas in the two argumentative texts, summarizing the conflicting ideas, and comparatively and critically reviewing the two texts based on their own interpretations from the texts as critical readers. Students publish their written comparative critics on the selected texts on their blog pages to share their understanding with their friends and receive feedback from their friends and teacher on their critical review. As part of this final assignment, each student is responsible to visit their friends' blogs to read and leave a comment to at least two of their friends' critical analysis. This final assessment is designed as an individual activity however with blog sharing part, the students become the readers of their friends' writing and interpretations on a critical topic.

Students complete the course with a post-implementation reflection paper in which they will be able to reflect on their reading and thinking skills after taking the course. Writing a final reflection on the existing skills will be helpful for students to examine their own development throughout the new course model as well as giving an opportunity to the course instructor to hear the voices of students' reflection on their own development while evaluating the course implementation and its learning outcomes (See Appendix A for the post-implementation reflection paper guiding questions).

3.4. Text selection

One of the main purposes of this course is to improve students' ability to think critically about issues of power, privilege, inequalities, and injustice in local and global world by improving their reading skills in English and linking their learning process with broader sociopolitical issues.

In Turkish language teacher education context, the courses offered in the programs for pre-service language teachers have been designed to help teachers develop both their English using skills and

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methodological skills in teaching English as a foreign or second language. Despite the increasing importance of critical awareness in the field, the courses fail to consider local and global critical issues to raise teachers' critical awareness of social and political issues as part of their professional development as critical agents of society. Following this gap and the need described in the language education and teacher education literature, this course model aims to incorporate critical and global sociopolitical issues into language teacher education which is located in a country where multiple layers of these critical issues including socioeconomic inequalities, gender inequalities, media censorship, social injustice, women rights, environmental challenges, refugee issues etc. have already been experienced by teacher candidates locally. Specific to the course model presented in this paper, it is intended to take an initiation with the texts and assignments completed in the course to improve pre-service teachers' critical awareness of such global issues as a legitimate part of their professional development as well as learning how to produce communicatively and critically competent students in English in the future.

Knowing that critical thinking occurs as a result of rigorous use of language teaching strategies as well as meaningful and authentic input provided in the classroom, students' exposure to global issues, causes and possible solutions to problems allow them to enhance their critical thinking, which is also essential in the acquisition and improvement of language skills such as reading. There is much support in the literature for the integration of critical global issues into language education. Bringing global education in language teaching has the purpose of improving four main areas, knowledge, skills, attitudes, and action (Kumaravadivelu, 2012). While reading about global issues and problems, students gain knowledge about the issues and problems that would lead them to think more on these problems faced by the world, including the causes as well as the possible solutions. Furthermore, students master critical and logical thinking and problem solving such as analyzing the problem described by another author from multiple perspectives by interacting with the ideas in the text and the author, thinking further on peaceful and meaningful resolution for clashes. One other area we can develop is also the attitudes of the students towards global problems. While practicing critical reading of the selected texts on critical issues, they get equipped with the attitudes to be aware and curious to the global problems such as respect, appreciation, empathy, and justice (Pratama & Yuliati, 2016).

Following this idea, the reading texts students get exposed to throughout this course model are selected among argumentative articles on critical topics written and published on original newspapers, popular magazines, and journals. Considering the relation of local critical issues experienced in national context to global issues, the course instructor creates a pool of reading texts based on the themes of freedom of speech, human rights, social injustice, gender equality, women rights, environmental challenges, global health, and refugee issues. Table 1 includes the list of topics that can be covered throughout the course with one sample text from the reading text pool.

Table 1. List of critical global issues suggested to be covered in the course

Critical global issue	Example
Social injustice/Human rights/Women rights	Istanbul Convention CAN EUROPE MAKE IT?: OPINION **Why Turkey's withdrawal from the Istanbul Convention is a global problem** Far-Right populists might claim to be protecting local traditions, but the backlash against women's rights demands an international response

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	https://www.opendemocracy.net/en/can-europe-make-it/why-turkeys-withdrawal-from-the-istanbul-convention-is-a-global-problem/
Refugee issues/Immigration/ Immigration policies	**Europe and the Refugee Crisis: A Challenge to Our Civilization** On 19 September the United Nations General Assembly will host its first ever High-Level Summit to Address Large Movements of Refugees and Migrants with the aim of bringing countries together behind a more humane and coordinated approach to addressing the worst refugee crisis since the end of WWII. The summit provides an historic https://www.un.org/en/academic-impact/europe-and-refugee-crisis-challenge-our-civilization
Environmental challenges (global warming, pollution, energy crisis etc.)	<u>Paris agreement</u> ARGUMENT *An expert's point of view on a current event.* **The Paris Accord Won't Stop Global Warming on Its Own** The world needs a new alliance of green economic powers to create a low-carbon economic zone. By <u>Richard Samans</u> https://foreignpolicy.com/2018/09/26/the-paris-accord-wont-stop-global-warming-on-its-own/
Freedom of speech/Social media censorship/Fake news	TechTank **Regulating free speech on social media is dangerous and futile** <u>Niam Yaraghi</u> Friday, September 21, 2018 https://www.brookings.edu/blog/techtank/2018/09/21/regulating-free-speech-on-social-media-is-dangerous-and-futile/
Global health/universal healthcare/Covid	*Doctoring WHO* **The World Health Organization's critical challenge: healing itself** By <u>Kate Kelland</u> | Filed Feb. 8, 2016, 11:55 a.m. GMT https://www.reuters.com/investigates/special-report/health-who-future/
Animal rights	**Bias, politics and protests: how human laws constrain and sometimes liberate animals** Published: March 23, 2022 8.06pm CET •Updated: April 6, 2022 2.04am CEST https://theconversation.com/bias-politics-and-protests-how-human-laws-constrain-and-sometimes-liberate-animals-176558
Gender issues/Gender equality/Feminism	**To end gender-based violence in one generation, we must fix how the system responds to children and young people** Published: October 20, 2022 6.05am BST **Silke Meyer** Professor of Social Work; Leneen Forde Chair in Child & Family Research, Griffith University **Kate Fitz-Gibbon** Director, Monash Gender and Family Violence Prevention Centre; Professor of Social Sciences, Faculty of Arts, Monash University https://theconversation.com/to-end-gender-based-violence-in-one-generation-we-must-fix-how-the-system-responds-to-children-and-young-people-192839
Democracy	Overhauling approaches to student participation in university governance is one way universities can help revitalize the democracy we want. (Pexels/Yan Krukov) **Universities can foster more deliberative democracy — starting by empowering students** Published: October 17, 2022 8.40pm CEST https://theconversation.com/universities-can-foster-more-deliberative-democracy-starting-by-empowering-students-189053

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4. Conclusions

Drawing on the notions of critical pedagogy, this paper reports a reading course model for English language pre-service teachers, in which students could demonstrate a more intense engagement with the content of their reading while evaluating and developing critical positions and awareness on social and global issues such as social justice, gender inequality, migration, environmental challenges. The teaching process of reading skills course has been enriched with authentic reading texts on global issues and critical reading and analysis tasks in order to create a larger social context where students practice being sensitive to the societal, political, economic, and global issues in which L2 education takes place (Kumaravadivelu, 2008) while practicing their reading skills.

As discussed by Pennycook (1999; 2008) enrichment of the reading course with critical pedagogy offers learners a new opportunity where they can go into a critical dialogue with the texts, other readers and even themselves as critical readers. During the course model presented in this paper, it is also intended that students would be able to reflect on critical issues they have been experiencing originally in their own lives in both local and global contexts, engage in productive conversations with other students for the critical analysis of the texts and the negotiation of meanings and most importantly they would experience an alternative pedagogy which presents a transformative sociopolitical process (Kubota, 2016). The use of critical readings and the design of the reading tasks and assignments especially play a significant role to build up the atmosphere for the teachers to improve their critical L2 reading skills which would lead them to successfully navigate their own positions on what they read and to deepen their understanding of the global issues that influence their place in local and global society and support the development of their voices on these challenging issues (Crookes, 2014; Freire, 2000).

The implementation of this course model supported with critical pedagogy would also provide strong evidence for the successful integration of critical thinking and for realizing learners' criticality in addition to language competence. By closely engaging with the selected texts, the authors, and their arguments on these sensitive issues, they can make associations with and interpretations from the texts by developing their own position towards to the issues and using some traces of criticality. To serve this purpose, in-class and out-of-class reading tasks and one main assignment of this course model has been developed as collaborative activities in which students would experience collaborative reading, thinking and meaning making practices and discussions on the critical issues, which overall was intended to develop their critical thinking with some active-participative methods and collaborative techniques (Hurjuri, 2014). Collaborative critical analysis tasks aim to encourage students to raise questions on the same critical topic, problematize the social or political issue from different perspectives and develop a position towards these problems as the teachers of future. Aligning with Hughes' (2014) suggestions on critical reading, the course procedure overall is intended to promote critical awareness through critical thinking including critical reading strategies readers use while analyzing the argumentative texts (e.g., critical questioning, recognizing context, making connections between topics, evaluating the reliability of sources, identifying main arguments and supporting evidence preparing a group discussion etc.) and writing their critical analysis of the texts. In performing all these activities, the students will have the opportunity to improve critical thinking, as the procedure gives them a model to practice critical reading and thinking skills.

Overall, based on this course model and its implementation, it is suggested that engaging L2 readers and language teacher candidates in critical understanding of arguments on critical and global issues might help them develop new consciousness on critical reading in English as well as strengthening them

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as individuals as informed language educators and agents for social transformation. Through this particular course presenting a systematic critical reading process and reflection, not only are student teachers empowered to critically think on the challenging global issues but also to explore their voices within the classroom community. Finally, it is important to emphasize that teaching a reading course enhanced with criticality is not easy for instructors and teacher educators as it demands experience and desire in building up and implementing the course. Instructors should be ready to transform their own instructional approaches as the facilitators, critical thinkers, and readers, transform reading materials and the way how they evaluate students' learning. Because, with critical pedagogical approach, our purpose is not to empower the knowledge of teachers but to prepare them to analytically and critically name and question challenging issues. The reading course model presented in this paper is one example of this practice-oriented stance that reflects a new way of doing and learning while improving language teachers' reading skills in English.

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Appendix A. Reflection Paper 1 and 2 Guiding Questions

REFLECTION PAPER 1 GUIDING QUESTIONS
ANALYZING AND REFLECTING ON YOUR THINKING AND READING **Student Name:**
The first step towards becoming a critical and active reader is examining your reading process and your reading preferences. Therefore, we would like to ask you to write a short reflection paper by answering the guiding questions listed below, where you analyze and reflect on your thinking and reading in English. These are just guiding questions. Read the questions and create one whole meaningful reflection on each section under the guidance of these questions.
Thinking: Write a short reflection on your thinking skills under the guidance of the questions below. Does my thinking show open-mindedness and intellectual curiosity? Am I willing to examine my assumptions? Am I approaching my subject from a particular perspective? Can I examine the assumptions that come with my approach? Am I willing to entertain different ideas, both those that I encounter while reading and those that come to mind while writing? Am I willing to exert myself — for instance, to do research — to acquire information, identify different viewpoints, and evaluate evidence? Can I summarize an argument that I heard and read accurately? Can I evaluate assumptions, evidence, and inferences? Can I present my ideas effectively — for instance, by organizing and by writing in a manner appropriate to my imagined audience? Do I respect for alternative views? Do I have the ability to see both/all sides of an issue?
Type your reflection here!
Reading: Think about the readings you have done academically in the college or outside of college, and reflect on your current reading habits under the guidance of following questions: How do you start your readings? Do you have a purpose in reading each of the texts? (Reading for information, to pass a test, for enjoyment, to decide on a product you wanted to buy, and so on) How did each of those purposes influence your reading strategies? What kind of reading strategies do you use while reading the texts? Which ones do you benefit the most? (Underlying, highlighting, annotating, previewing, scanning, skimming, close reading, reading slowly, identifying definitions in the text etc.) While reading the texts, do you take notes and write a short summary of the text you read? Do you summarize using exactly the same words and sentences in the text or using your own rearrangement of phrases and clauses? Do you identify and describe the thesis or argument of the text? Do you pose critical questions or provide an evaluation of the arguments in the texts? Do you consider the audience for whom the author is writing? Do you evaluate the writer's tone and use of language appropriate to the subject and the audience?

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Do you evaluate your understanding from the texts? How do you make sure you understand the main idea or argument the author provides is accurate or convincing? Do you try to find some of the author's original evidence? Do you evaluate the evidence (e.g. statistical evidence, examples) provided by the author to support his/her argument? Do you evaluate the source the text is published?
Type your reflection here!
REFLECTION PAPER 2 GUIDING QUESTIONS
ANALYZING AND REFLECTING ON YOUR THINKING AND READING **Student Name:**
The first step towards becoming a critical and active reader is examining your reading process and your reading preferences. Therefore, we would like to ask you to write a short reflection paper by answering the guiding questions listed below, where you analyze and reflect on your thinking and reading in English in this coourse. These are just guiding questions. Read the questions and create one whole meaningful reflection on each section under the guidance of these questions.
Thinking: Write a short reflection on your thinking skills under the guidance of the questions below. Does my thinking show open-mindedness and intellectual curiosity? Can I summarize an argument that I heard and read accurately? Can I evaluate assumptions, evidence, and inferences? Can I present my ideas effectively – for instance, by organizing and by writing in a manner appropriate to my imagined audience? Do I respect for alternative views? Do I have the ability to see both/all sides of an issue? Does my thinking show open-mindedness and intellectual curiosity on the critical global topics we covered in the class? Did I develop knowledge, understanding and critical thinking about global, regional, national and local issues, the interconnectedness and interdependence of different countries and populations, and the social, economic and environmental aspects of issues?
Type your reflection here!
Reading: Think about the readings you have done academically in this class and reflect on your current reading habits under the guidance of following questions: What kind of reading strategies do you use while reading the texts? Which ones do you benefit the most? (Underlying, highlighting, annotating, previewing, scanning, skimming, close reading, reading slowly, identifying definitions in the text etc.) Do you identify and describe the thesis or argument of the text? Do you pose critical questions or provide an evaluation of the arguments in the texts? Do you consider the audience for whom the author is writing? Do you evaluate the writer's tone and use of language appropriate to the subject and the audience? Do you evaluate your understanding from the texts? How do you make sure you understand the main idea or argument the author provides is accurate or convincing? Do you try to find some of the author's original evidence? Do you evaluate the evidence (e.g. statistical evidence, examples) provided by the author to support his/her argument? Do you evaluate the source the text is published?
Type your reflection here!