

English Teaching, Vol. 72, No.4, Winter 2017

DOI: 10.15858/engtea.72.4.201712.23

Korean University Readers' Growth Through an Integrated Approach of Conventional and Critical Literacy

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Suh, Young-Mee, & Huh, Seonmin. (2017). Korean university readers' growth through an integrated approach of conventional and critical literacy. *English Teaching*, 72(4), 23-51.

The purpose of this study is to explore how Korean university students develop their readership in integrated reading classes that address both conventional and critical reading instructions. The two researchers taught university students in Busan and Seoul, alternatively, to read texts in English critically. Fifty-nine students (thirty-two from the researcher A's class and twenty-seven from the researcher B's class) participated in the study. The proficiency level of each class was different; one class is much higher than the other. The teachers followed the same teaching procedure of decoding and comprehension, personalizing the reading contents, and critiquing and reflecting on the reading texts and the students were guided to comprehend the texts that they read, analyze reading texts critically, and discuss alternative perspectives of the reading in class. Students' discussion notes and observation notes of five three-hour class sessions were collected. Data analysis revealed that an integrated approach in reading class was helpful for the students not only to develop their language sensitivity and awareness in critical stance and challenge dominant social assumptions and ideology, but also to develop reading strategies and emotional engagement. Pedagogical implications were discussed.

Key words: critical reading, critical thinking ability, integrated reading approach

1. INTRODUCTION

The aims of literacy education have shifted to include concepts of critical literacy

* This paper was presented at the 2017 conference of the Korean Association for the Study of English Language and Linguistics held at Hanyang University, Seoul, Korea and at the 2017 conference of the Global English Teachers Association held at Jeonju National University of Education, Jeonju, Korea.

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moving beyond developing students' linguistic skills. Many educators in the field of language education have adopted a common principle of critical literacy from Freire (1972) that language teaching and learning is an act of political and cultural power. The following principles of critical literacy by McLaughlin and DeVogd (2004) are also commonly adopted in language learning and teaching contexts: 1) critical literacy focuses on issues of power and promotes reflection, transformation, and action; 2) critical literacy focuses on the problem and its complexity; 3) techniques that promote critical literacy are dynamic and adapt to the contexts in which they are used; and 4) examining multiple perspectives is an important aspect of critical literacy. While this approach furthers traditional notion of critical reading to be more sociocultural and address the issues of power in direct manners, critical literacy approaches that include the discussion of social or political power have not been systematically explored much in Korean contexts. In implementing a critical approach to literacy education, it is important for teachers to create an environment to promote a critical stance. For this, teachers need to model reading texts from a critical stance and provide students with a variety of texts that represent critical literacy, so students can use texts "to analyze and transform relations of cultural, social and political power" (Luke & Dooley, 2011, p. 1). This dimension of literacy should be explored especially in Korean EFL contexts, as we need better understanding of how students negotiate critical literacy while also developing their conventional English reading skills.

Quite a few scholars have applied critical literacy in ESL educational settings (Kubota & Lin, 2009; Morgan, 2004; Norton & Toohey, 2004; Wallace, 2003), but accounts of critical literacy approaches in EFL contexts are relatively unexplored. It is widely known that in EFL literacy class, mastery of linguistic skills and test-taking skills are overemphasized, and it is hard to find studies that have been conducted on the possibilities of implementing critical approach in literacy education in EFL contexts (Fredricks, 2012; Huang, 2011; Izadinia & Abednia, 2010; Ko, 2013; Kuo, 2009). Moreover, in Korea EFL contexts, studies of critical practices are scarce (Kim, 2004; Shin & Crookes, 2005b; Huh & Suh, 2015; Suh & Huh, 2014). There is a need for more studies on implementing a critical approach in EFL educational settings to broaden our knowledge in this field of study.

In addition, several scholars have suggested a critical approach model to critical literacy education (Huh, 2016; Lau, 2013; Luke & Freebody, 1999). They suggested integrated critical literacy instructional models corresponding to student needs for a more holistic reading approach to expand students' reasoning, seek out multiple perspectives and ultimately become active thinkers (McLaughlin & DeVogd, 2004). Luke and Freebody (1999) suggested a critical approach to reading instruction, addressing code-breaking, text-participating, text-using and text-critiquing. Lau's (2013) integrated critical literacy instructional model consisted of a textual dimension, personal dimension, critical dimension, and creative/transformational dimension. In EFL settings, Huh (2016) suggested

balancing decoding and comprehension, socializing with the issues, and critical literacy practices to educate students to be holistic readers of English. All these critical models of reading emphasize the importance of addressing both mastery of linguistic skills and critical analytic skills. These models, however, have not been explored from students' perspectives or students' reactions to this integrated reading instruction.

Therefore, it is necessary to conduct further research to invite students engaged in integrated reading instruction of conventional and critical practices and analyze the students' responses to such holistic reading practices. The researchers of this study implemented the concepts of critical literacy and conventional literacy in their reading classes and explored students' responses to the instruction. This will provide educational insights on the steps or pedagogical strategies educators can consider for an integrated reading instruction and how students develop to be holistic English readers who can comprehend, critique, and reflect on assumptions or issues of equality. The purpose of this study is to describe how students responded to an integrated reading class with both conventional and critical literacy practices in Korea, and the following research question guided this study: How did Korean college students respond to the integrated reading instruction that implemented both conventional and critical literacy practices?

2. LITERATURE REVIEW

2.1. Critical Approach to Reading Instruction in EFL Settings

It is hard to define the term "critical literacy" in a single unified definition largely because of different theoretical bases (Comber, 2001; Green, 2001). According to Gee (1999), critical literacy is viewed as 'a process of questioning the status quo and of challenging existing knowledge and the social order' (as cited in Ko, 2013, p. 93). For clarity, in this study, the researchers adapted the definition of critical approach to the reading of the text expressed in Luke and Dooley (2011) as "an understanding of how texts and discourses can be constructed, deconstructed and reconstructed to represent, contest and, indeed, transform material, social and semiotic relations" (p. 1). This nature of deconstruction and reconstruction differ from traditional critical reading that Korean education deals with, in a sense that while traditional critical reading in Korea teaches readers to analyze the internal logic and reasoning, critical literacy initiate questioning and challenging what the reading texts suggested as natural social and semiotic relations.

According to Jung et al. (2016), Lankshear (1994) explains concepts of critical literacy in three categories—CL as a tool of abilities to read and write considering socio-cultural perspective, CL as a tool of questioning the ideologies in texts and CL as a tool of

participating in society. Most studies on critical literacy in EFL contexts (Cho, 2014; Choi, 2008; Fredricks, 2012; Huang, 2011; Huh & Suh, 2015, 2017; Izadinia & Abednia, 2010; Kim, 2004; Kim & Na, 2015; Ko, 2013; Ko & Wang, 2009; Kuo, 2009; Shin & Crookes, 2005b; Suh & Huh, 2014) were conducted mainly focusing on the second category, questioning the ideologies in texts. Put differently, the researchers pointed out that literacy education in their countries mainly focuses on decoding and comprehension check-up of the texts and conducts critical literacy studies implementing critical approach in their literacy classes. Questioning the ideologies in texts was the main way critical literacy has been addressed and we can learn that there was a limited application of CL in EFL contexts.

In Asian contexts, Huang (2011), the teacher-researcher, taught students how to read texts by questioning the author's beliefs on the topic of the text and by utilizing conventional literacy education on reading and writing. The students were asked to read two texts of the same topic with different perspectives and write their own opinions of each reading. Huang reported that the students began to ask questions of the author's intended meaning in the text by themselves and express their multiple perspectives in their writings.

Ko (2013) is also a study of a critical literacy approach to teaching English reading class with Taiwanese college students. Ko designed the reading class to balance between language skills teaching and critical literacy teaching. The students promoted their understanding of the reading through the teacher's explanation of the text, activities to summarize the reading and learning unfamiliar words. Then the students were invited to do small group discussion and whole group discussions of the reading to analyze the ideologies in the text, reinterpret the text and discuss more democratic interpretations of the text. This study focused on reporting the teacher's experience in teaching critical literacy to the students.

From the students' perspectives, Kuo (2009) explored how Taiwan college students experienced critical instruction in an English conversation class. The teacher used picture books with social issues to encourage the students to read and discuss them in groups. The class was designed to provoke student's personal/cultural resources to critical social practices. The analysis of the dialogues and reflection paper of the students revealed that the class helped students engage in critical practices in addition to learn English language (see also Ko & Wang, 2009 in a Taiwan context; Fredricks, 2012 in a Tajikistan context; Izadinia & Abednia, 2010 in an Iranian context).

In Korean educational settings, several researchers conducted research to implement a critical approach to reading instruction at different levels (Cho, 2014; Choi, 2008; Huh & Suh, 2015; Kim & Na, 2015; Shin & Crookes, 2005b; Suh & Huh, 2014). For example, Huh and Suh (2015) explored how elementary school students were engaged in critical literacy practices when reading graphic novels (see also Huh & Suh, 2017). Cho (2014) and Shin and Crookes (2005b) reported how to teach secondary school students critical

literacy. Cho (2014) implemented critical practices to high school students in extracurricular English literature classes by asking them critical questions on the readings *Secret Garden* and *The Adventures of Huckleberry Finn* and found that the students' reading speed, comprehension power, and their critical interpretation of the writer's intention in texts increased. Shin and Crookes (2005b) also implemented critical pedagogy in two high school classrooms in Korea. Critically-oriented materials were used and the students were provided with opportunities to develop language skills while being engaged in critical dialogues about significant topics. The study found that the students were active in participating in critical dialogues in English and questioned the stereotypes of race described in texts, although their English proficiency was limited.

At the college level, several studies were conducted to explore the possibility of critical approach to Korean EFL college classrooms (Choi, 2008; Kim, 2004; Kim & Na, 2015; Suh & Huh, 2014). Choi (2008) utilized children's literature in reading class, *Snow White*, and asked students to discuss in groups issues of race, gender and class issues implied in the texts with problem-posing questions. The teacher examined the responses of the students to the critical practices and they reported that the students' interest in reading in English was increased and more English teachers should utilize a critical approach to English instruction.

Kim and Na (2015) reported ways to develop Korean college students' critical literacy skills with short stories. The researchers introduced the stories, and the students read the stories by themselves. Whole group discussion, response writings and student-initiated discussions then followed. The students were especially encouraged to ask questions about ideologies of the status quo and consider the perspectives of marginalized groups. Suh and Huh (2014) conducted critical reading strategy instruction to Korean university students and explored students' perceptions of the critical reading practices. The students were guided to think about ideological messages in the texts that they read by answering critical questions provided by the teachers. The data analysis reveals that the students increased their comprehension power and became more active readers in resisting the text and having multiple perspectives on the text that they read (see also Kim 2004).

To summarize, in the previous studies on critical approach to reading instruction in EFL contexts mentioned above, the researchers primarily have interests in exploring the possibilities of critical pedagogy to English reading and/or writing classes. In the studies, teachers in common guided students to question the ideologies in the text that they read and the present paper also implemented this teaching approach. This critical literacy approach to reading seemed to develop students' linguistic skills but also their critical skills of being more aware of what they read from critical perspective and raising their voices on social issues. The present study wants to explore how balancing conventional and critical literacy practices interacts with students' growth as English readers.

2.2. Integrated Approach to Critical Reading Instruction

There is no single method for reading from a critical stance (McLaughlin & DeVoogd, 2004), and we need to be cautious to use a formula for “doing” critical literacy in the classroom (Behrman, 2006). Several scholars, however, suggested a variety of instructional frameworks to promote a critical perspective toward text and to develop linguistic skills at the same time (Freebody & Luke, 1990; Huh, 2016; Lau, 2013). These frameworks were defined as integrated approach to critical reading instruction, which address both linguistic as well as critical components of reading.

According to Freebody and Luke (1990), when reading texts from critical perspectives, readers play the roles of code breakers, text participants, text users and text critics. As code breakers, students need basic knowledge of reading and writing of a language. As text participants, students need to “engage the meaning-systems of the discourse itself” (p. 9). Students, as text users, need to learn that literacy does not entail a solitary process but is “a set of social practices undertaken with others, and students must know what to do with text in particular social context other than those of the specialized site of the classrooms” (p. 12). Finally, as text critics, students involve in “conscious awareness of the language and idea systems that are brought into play when a text is used” (p. 13). Freebody and Luke suggested that the four concepts of literacy should be presented in literacy education, and the components should be realized in classrooms in interactive and harmonious manner corresponding to the specific educational contexts, different educational purposes, different levels of students’ abilities, and so on.

In an ESL setting, Lau (2013) suggested an integrated critical literacy instructional model with four dimensions: textual dimension, personal dimension, critical dimension, and creative/transformative dimension. In the textual dimension, students focus on “the linguistic structures and multimodal designs of different text types, print or nonprint, and how they present and construct certain messages” (p. 9). In the personal dimension, students are encouraged to interpret the text against their experiences, feelings and emotions to critically reflect the text. In the critical dimension, students are encouraged to critically examine social issues in the text. In the creative/transformative dimension, students are encouraged to take actions to address the social realities discussed in classrooms.

In Korea, Huh (2016) pointed out the significance of balancing conventional and critical literacy to educate holistic readers of English and suggested an EFL critical literacy curriculum, with the teaching procedure of decoding and comprehension, personalizing the reading contents, and critiquing and reflecting on the reading texts from missing or marginalized cultural perspectives. This holistic instruction started from checking students’ strong comprehension of the texts, followed by their active connection to the contents and topics of the readings to personalize the issues and visualize their own viewpoints, while

articulating authors' positions or main ideas. This level of engagement was named socializing with the texts. Then, students are guided with critical questions to the unpacking of ideological constructs, cultural beliefs, and underlying assumptions that marginalize certain cultural groups' values. Students' decoding and reading comprehension and their socialization with the main ideas become important steps to accomplish their critical analysis of the readings in the study.

Through these examples, we can see that different instruction models commonly emphasize the integrated nature of a reading curriculum that addresses both conventional and critical literacy practices. There are rich discussions about teaching pedagogy and specific strategies for teachers. More information is necessary on how students react to this type of curriculum and how students take the roles as readers that each model suggests. Therefore, in this study, we will investigate the ways students engage in this type of reading instruction and illustrate their growth as holistic readers of English.

3. METHODOLOGY

3.1. Research Design

This research is a qualitative case study design (Charmaz, 2006; Glaser & Strauss, 1967) that tracks students' growth as readers and students' development of their literacy skills informed by the reading model implemented in these classes. Students' reactions to target reading texts were important unit of analysis for this case study research.

3.2. Participants

The researchers were the teachers of two reading classes. Both received their Ph.Ds from the USA majoring in Language Education and have taught college students for more than 7 years in Korea. The two researchers were especially interested in teaching reading from critical perspectives and worked together to negotiate the reading curriculum and particular reading texts to be used in the lessons.

Researcher A and B each taught in two different universities in Seoul and Busan for the spring semester of 2015. The sites were selected by convenience sampling. The universities are located in one of the busiest areas in each city. There are 15 different colleges with about 15,000 undergraduates at the university in Seoul, whereas there are different 6 colleges with about 9,000 undergraduates at the university in Busan. Researcher A's reading class was called "reading practices" and thirty-two students registered for the course (12 males and 20 females/most of them were sophomores). These students were English majors with high levels

of reading comprehension and motivation. Students' TOEIC or TOEFL scores showed their reading level to be high intermediate to advanced (TOEFL average 535). Researcher B taught "intensive reading" to twenty-seven students (9 males and 18 females/9 juniors and 18 seniors). They were English major and their reading levels are low intermediate to high intermediate (TOEIC average 550, TOEFL score inversion average 457). These students were not exposed to critical approaches to reading much and their usual reading education mainly dealt with decoding and reading comprehension.

3.3. Teaching Procedure

While each class had a designated textbook to be used, the two researchers decided on five reading texts they would teach in common, as shown in Table 1. These texts were selected as they included social issues of stereotypes, cultural components that are open for discussion and controversial issues that can be analyzed from more than one perspective. Regarding the reading passages, "Jeremy Lin" was about a basketball player who broke the stereotype of being an Asian and showed outstanding ability in the NBA. The main idea of "Does culture matter?" was that whereas cultural life was considered a possession of the privileged class in the past, all people can learn it in their daily lives in the present. "Elite Korean schools" was about special purpose high schools and elite education in Korea, and "Student loans" dealt with perspectives of people who were critical of college student loans policies of Obama and Romney. Finally "A liberal education" was about education based on nature and natural principles.

TABLE 1
Five Reading Texts Used

Texts	
1	Yu, T. (2012). Will Jeremy Lin's success end stereotypes? CNN http://edition.cnn.com/2012/02/20/opinion/yu-jeremy-lin/
2	Mangaraj, S. (N. A.). Does culture matter? http://www.preservearticles.com/201103284782/culture-and-society-does-culture-matter.html
3	Dillon, S. (2008). Elite Korean schools, forging Ivy League skills. The New York Times. http://www.nytimes.com/2008/04/27/world/asia/27seoul.html?mcubz=1
4	Ambrose, J. (2012). Student loans fail students. The Korean Times. http://www.koreatimes.co.kr/www/nation/2017/07/160_111637.html
5	Huxley, T. H. (1868). A liberal education. An address delivered at the South London Working Men's College. http://www.wwnorton.com/college/english/nael/noa/pdf/27636_vict_u12_huxley.pdf

These reading texts were selected to understand students' common reactions to our curriculum. However, as we can see from what each text is about, the topics are about

social issues and the ones that can bring more than one perspective. Other reading texts can be taught from the same integrated approach that includes critical literacy practices.

All the class sessions about the texts above (5 weeks/ 15 class hours) were informed by Huh's (2016) EFL critical literacy curriculum. Both teachers followed the same teaching procedure of decoding and comprehension, personalizing the reading contents, and critiquing and reflecting on the reading texts from missing or marginalized cultural perspectives (Huh, 2016). First, teachers made sure students understood the texts, starting from what they already knew about the topics, followed by discussion of new vocabulary and reading parts of the texts for better decoding. For Researcher B's class, students had a harder time decoding and comprehending the texts due to their reading proficiencies. Thus, Researcher B spent more time on teacher-initiated decoding and comprehension tasks. Researcher A's students, however, were more proficient in reading and did not need teacher-initiated comprehension instruction. Researcher A had students incorporate reciprocal reading for decoding and comprehension in their small groups and encouraged their group discussion to be student-initiated and student-focused.

After the decoding and comprehension stage, teachers had students personalize and socialize with the texts. Both classes implemented group discussions to help students articulate the main ideas of the texts, identify the authors' positions or arguments, and present their personal viewpoints about the topics. Teachers asked them to come up with a summary of the texts, and had them discuss if they agreed with the authors' main beliefs or arguments. This teaching practice helped students not only understand what the texts are about, but also make their own beliefs or personal positions clear.

In the last stage of lesson, teachers provided guided critical questions: 1) who is the target audience? (whose values/voices are reflected and appreciated?) 2) what does the author make us believe about the topic? what are implicit/explicit cultural knowledge, author's biases or beliefs about the topic? 3) what would be alternative ways the same topics can be portrayed, including missing or marginalized perspectives? Teachers asked students to discuss these questions in small groups. Moving beyond personalizing the contents, students engaged in unpacking underlying beliefs and considering alternative views that are not included. Both teachers assigned enough group work for students to share their ideas about three critical questions in class. After the lesson, teachers had students integrate and reflect on their group discussion and answer each critical question with their own words. Then, they submitted their writing for the five reading texts.

With the advanced-level students, Researcher A implemented student-initiated practice in the critical reading class which consisted of two specific practices. One is to think about more democratic ways to present the issues, and the other is to demonstrate how to read the text from a resistant perspective with their own text in group presentation. The goal of the two practices is to help students to become text critics in everyday life (McLaughlin &

DeVoogd, 2004; Lau, 2013). The transformative literacy practice in this study is to provide students opportunities to initiate a critical approach to reading with authentic texts that they use in their presentations at the end of the semester.

3.4. Data Collection and Analysis

Students' writings for five reading texts (57 reports from Researcher A's class, 35 reports from Researcher B's class), the two researchers' reflection notes, and Researcher A's students' presentation materials were collected. The students' writings were translated into English for convenience. For data analysis, researchers read and reread the researchers' notes and students' writings and came up with the patterns of students' responses to our teaching. Students' responses were categorized into opening coding, went through repeated comparative analyses, and we reported patterns that emerged from the relationship among them (Braun & Clarke, 2006). For example, students showed the evidence of being strategy readers by analyzing the organization and word choices in the readings and monitoring and tracking cultural biases that required metacognitive reading skills. All these reading practices were categorized as "becoming strategic readers." Students showed emotional connection to the topics by using emotionally charged words, bringing in their personal experiences and strongly connecting to others. These reactions were combined as an 'emotionally engaged' theme. Lastly, "critical ignition of active readership" was emerged when students exercised critical literacy skills in their analysis of the texts. These most representative and recurrent students' reactions were then categorized into three emerging themes. The following these emerged and each theme will be elaborated in this order as our findings.

TABLE 2
Emerg ed Students' Responses to Holistic Teaching

Themes	Patterns
Becoming Strategic Readers	<ul style="list-style-type: none"> • Analyzing the organization of the text and word choices • Monitoring their reading difficulties • Tracking the purposes, cultural biases, and beliefs in the texts
Emotionally Engaged	<ul style="list-style-type: none"> • Using emotionally charged words in their responses • Connecting to the texts with personal experiences and subjective feelings • Emotionally connect to the target cultural groups for critical reflection on the social issues
Critical Initiation of Active Readership	<ul style="list-style-type: none"> • Suggesting alternative angles to interpret the social issues • Taking editors' positions to suggest what is missing from the texts • Initiating active forms of critical reading on their own

4. FINDINGS

4.1. Becoming Strategic Readers of English

In these two reading classes, students showed evidence of strategic reading practices. In their engagement of decoding and comprehension, personalizing the reading contents, and critiquing and reflecting on the reading texts from missing or marginalized cultural perspectives, students seemed to become more strategic readers of English by analyzing organization of reading texts and the authors' word choices in its connection to the main idea, monitoring their difficulties in reading, and tracking the authors' purposes, cultural biases and beliefs.

One piece of strategic reading is that the students sometimes analyzed the organization of the text to pinpoint the parts where the writer's claim was clearly written. For example, Researcher A's student Group 11 wrote the following note about the reading, "A liberal education."

The writer emphasizes the laws of nature and the education based on such nature. After sharing opinions and analyzing, we could identify that the author's opinion appeared precisely in the third paragraph and in the third paragraph from behind. (Researcher A's Group 11's note on the reading, A liberal education)

In the example above, Group 11 identified the main idea of the reading as 'education based on nature and natural principles are emphasized.' They looked for which parts of the text included the author's clear argument about the identified main idea and concluded that the third paragraph and the third paragraph from the end of the text reflected the author's main claim. They engaged in distinguishing important paragraphs from the supporting paragraphs and this type of analysis is a characteristic of strategic reading.

About the difficult text, "Does culture matter?," Group 1 in Researcher B's class talked about negotiating important key words, *habitually association*, *social distinction*, and *removal of separation* and reported that they learned these key words are related to the main idea. In their group note, they wrote:

The overall theme of this article is that whereas in the past, cultural life was considered a possession of the privileged class, in the present, all people can learn it in their daily lives. We thought the expression 'habitually association' is the key words representing the main idea well. On the contrary, the expressions 'social distinction' and 'removal of separation' represents opposite ideas to the

main idea. In the text, the newly presented meaning of culture does not acknowledge social distinction and separation by classes. (Researcher B's Group 1's note on the reading, Does culture matter?)

About the note above, Group 1 confirmed that they identified important key words used in the text to get at the main claim the author is making. Then, they further analyzed how different key words were associated with the main claim, strategically analyzing their connections to the meaning of culture that the author suggested in the text. This is further evidence of strategic reading.

Another interesting observation illustrating strategic reading is that these students engaged in monitoring their difficulties and strategically analyzed why the contents were hard to understand. In their group notes, Group 4 and Group 10 from Researcher A's class especially reported their lack of knowledge of the reading topics in readings of "Student loans fail students" and "Will Jeremy Lin's success end stereotypes?" as follows.

The difficulty we had to go through whilst reading this writing was that we did not know in detail how much the US college tuition fees were, and we had no idea how high the US tax was in comparison to the cost of living. In the article, the average debt of college graduates in 2010 was \$25,250, but it was hard to understand how much this debt was and how much the burden it was on students. In addition, because this article was mainly about economic contents such as the lending interest rate and tax, it was hard for us to understand as we are students who do not know much of economics. Also because it concerned the American policy and it is different from that of South Korea, it was unfamiliar. (Researcher A's Group 4's note on the reading, Student loans fail students)

When we saw the title we couldn't exactly guess what this article was trying to say as we had no background knowledge on who Jeremy Lin was and why he was famous at all, but rather, we could only faintly guess through the surname 'Lin' and the word 'Stereotype'. (Researcher A's Group 10's note on the reading, Will Jeremy Lin's success end stereotypes?)

In the examples above, Group 4 pointed out what it meant to be in debt of \$25,250 in America was hard to grasp and they needed further information on how much tuition American college students must pay to comprehend the author's claim better. In Group 10's case, they identified that they were not familiar with Jeremy Lin and what becoming a NBA player meant in the U. S. context and that knowledge of these might have helped

their understanding. Students analyzed why they had hard time understanding the contents of the reading clearly, and they became aware that it was largely due to their lack of knowledge of the Economic of US universities for Group 4 and not knowing an important figure in a different culture in the case of Group 10.

In Researcher B's Group 3, they also reported that they actually talked about why the reading, "Does culture matter?," felt very difficult for them to understand:

As we read this article, the most common reaction in our group was that it was 'difficult'. In fact, when I tried to reread it by myself, the article just made me wonder again. As we read this article, we naturally analyzed why this article felt so difficult. We couldn't understand easily because the vocabularies were difficult and the abstract word 'culture' was hard to explain in a high-level range. (Researcher B's Group 3's note on the reading, Does culture matter?)

In this note, Group 3 tracked their lack of vocabulary knowledge that the author chose to use and the author's framework of culture that they could not access. This shows how they self-monitored their reading process in terms of reading comprehension.

While engaging in critical reflection about the texts, students developed their strategic reading skill of critical language awareness. That is, students analyzed linguistic clues to track the authors' purposes, cultural biases, and beliefs. Specifically, they analyzed the reports of discussions with critical questions such as "what does the author make us believe about the topic?" and "what are implicit/explicit cultural knowledge, author's biases or beliefs about the topic?" and this revealed that students' "sensitivity to and conscious awareness of the nature of language and its role in human life" (Svalberg, 2007, p. 288). For example, with the text, "Elite Korean schools, forging Ivy League skills," some groups tried to deconstruct the texts through examining linguistic clues (word choices) and tones to figure out the author's beliefs or intention of the topic.

The writer used a lot of negative expressions such as "fierce study habits," "endured another day," etc. By looking at those linguistic clues, we found out that the writer has negative stereotypes toward Korean educational system and his tone of writing is criticizing Korean educational system rather than neutral. (Researcher A's Group 3's note on the reading, Elite Korean Schools, forging Ivy League skills)

We thought that the cultural prejudice that the writer possesses appears through the tone of the writer. It seems that the writing seems to be neutral in its entirety, but it has the intention to criticize the education of our country through the

writer's word choice. Our group could grasp the writer's intention through the writer's choice of words such as 'Still, the schools are highly rigorous', 'national obsession in Korea,' and through the expression from a student's interview 'I feel proud that I've endured another day.' (Researcher A's Group 1's note on the reading, Elite Korean Schools, forging Ivy League skills)

In students' notes above, Groups 1 and 3 with the first reading picked negative words and phrases such as *fierce study habits*, *I feel proud that I endured another day*, *Still the schools are highly rigorous*, *national obsession in Korea* as linguistic clues which reveals the writer's negative stereotypes toward the educational system in Korea. They pointed out the writer's intention to criticize the Korean educational system based on his tone of writing as shown in the reports. Tracking the authors' linguistic clues, tone of voice, and specific word choices demonstrated the writer's intention was strong evidence of their developing linguistic sensitivity and critical language awareness. The students understood how certain language expressions included particular values and positions on cultural stereotypes.

In addition, deconstructing texts through examining word choices and tones to understand how the writer makes us believe about the topic was also demonstrated with the reading, "Student loans fail students." For example, Group 2 in Researcher A's class reported that the writer used negative and extreme expressions including *goof*, *misery*, *craziness*, *disaster*, *Did Romney and Obama think of that?* to criticize the policy of Obama and Romney on college tuition, and Group 3 from Researcher B's class also pointed out expressions such as *the latest piece of craziness*, *government-generated mess* as language the writer intentionally use to deliver the writer's critical attitude of the policy. In addition, the groups characterized the writer's tones as very *sarcastic* (Group 3 in Researcher A's class), *assertive*, *emotional and subjective* (Group 1 from Researcher B's class), which makes the writing less reliable to readers. In this way, the students of this study showed their consciousness of "how language can be patronizing, demeaning, disrespectful, offensive, exclusive, or the opposite" (Janks & Ivanic, 1992, p. 311). This is another important representation of students' strategic reading; the ability to unpack the authors' linguistic choices and tone of language used, to critically reflect on the social issues in the texts.

As shown these students showed strong indications of strategic reading practices, as they did not simply translate the texts, but distinguished between important and detail paragraphs. They were also sensitive to word choices or linguistic clues that showed the authors' biases, beliefs, and main claims. Their notes also illustrated their analysis of the reasons for difficulties, which is a high-level metacognitive reading strategy.

4.2. Emotional Engagement on the Readings

One of the interesting findings of this study is that the students shared their emotional responses to the cultural texts in group discussion, even though the critical questions provided by the teacher and the decoding and reading comprehension step mostly required intellectual engagement of the students. In other words, when integrated reading instructions are implemented, students tended to not merely discuss the author's views and their personal viewpoints on the issue but also enrich their discussion with their affective and emotional reflections.

For instance, students explored their complex emotional responses, experiences and feelings to the texts, "Elite Korean schools, forging Ivy League skills" and "Will Jeremy Lin's success end stereotypes?" We assume that these two texts dealt with familiar issues such as Korean education system and stereotypes on Asian to the students in this study, and they were willing to make their unique voices in personal dimension on the issues. More specifically, Group 3 in Researcher A's class reported some members' repulsion about the reading on elite Korean schools as follows:

In fact, according to the group members who had been studying at the foreign language high school, when this article was published, it was very unpleasant for them because the article described the foreign language high school as a group of strange psychopaths who were crazy only about studying and saw the high school in a criticizing view. Apparently, this actually had a bad influence for the 3rd graders in the foreign language high schools when applying for foreign universities. Therefore, we thought it was written without taking into consideration the position of the students attending foreign language high schools and the possible effects on them. (Researcher A's Group 3's note on the reading, Elite Korean schools, forging Ivy League skills)

Similarly, about the reading on Jeremy Lin, Group 7 in Researcher B's class reported their personal experiences that they had experienced as Asians:

Two members in our group have studied as exchange students so they talked about stereotypes of being and Asian they experienced during their stay as exchange students. Some examples include in New York, when beggars see Asians, they beg for money in Chinese, and in California, when people who sell things on the street see Asians, they speak Japanese to the Asians. Likewise, many people had the stereotype that most Asians are Chinese or Japanese, or that all Asians were 'nerdy'. (Researcher B's Group 7's note on the reading, Will Jeremy Lin's success end stereotypes?)

Their report also revealed that their personal experiences with stereotypes about Asians were further developed into their feelings such as “sadness” and “surprise” on discrimination on Asians in Western culture in Group 5’s note from Researcher B’s class:

What we felt as we read the article was, first of all, we were sad about the stereotype of Asians as Asians and the discrimination that Jeremy Lin received because he was an Asian. Also, we were surprised that there were still racial stereotypes in the United States, where many ethnic groups live together and are considered as representative ‘melting pot.’ (Researcher B’s Group 5’s note on the reading, Will Jeremy Lin’s success end stereotypes?)

The particular expressions used in Students’ discourse, *sad* and *surprise* above were emotionally charged words that students used to show their enriched connection to the topic in meaningful manner.

Interestingly enough, this kind of affective engagement seems to help the students to further foster self-awareness for critical reflection on race issues. As mentioned above, their discussion starting from their personal experiences on the issue extended to include emotions of the race issue described in the text, and the discussion was often extended to reflect critically on discrimination or prejudice of Asians and Africans by Asians. The following excerpts reveal this engagement for critical reflection.

Our group thought about Asians having prejudice on other Asians. Our group members talked about the case where they had the prejudice of ‘Japanese people would be kind’ or ‘Japanese people would hide their heart’ when we were becoming friends with some Japanese, but eventually admitting that everyone was different from person to person, and that we were prejudiced. We thought we should not only be sensitive to the racial discrimination we were going through in the white culture, but also reflect on the prejudices we have about the other Asian people, especially about the South East Asian people. (Researcher A’s Group 1’s note on the reading, Will Jeremy Lin’s success end stereotypes?)

It was suggested that while Asians are racially discriminated against white people, we also have prejudices against other races and discriminate them. For example, South Koreans usually only mean white people from the US or the UK when we think of ‘Foreigners’, rather than other races such as Africans, Middle Eastern people. Also, South Koreans tend to be friendlier towards white people rather than black people, and often see the black people in a

contemptuous attitude. We thought we had to reflect on all these attitudes. (Researcher A's Group 6's note on the reading, Will Jeremy Lin's success end stereotypes?)

As shown in the notes above, students reflected on Koreans' prejudice against Japanese and Koreans' racial discrimination. By emotionally connecting to the issue of racial stereotypes in America, students learn to reflect on their own social contexts and the related stereotypes Korean people usually possess.

The integrated reading instructions helped students enrich their connections to the reading texts affectively and in Researcher A's class showed some evidence of students' critical reflection that emerged from their emotional engagement with the issues.

4.3. Developing a Critical Stance Toward Initiation of Active Readership

Lastly, the data analysis revealed students' critical consciousness of the writer's cultural bias in the reading passages. Reading from a critical stance means that "readers use their background knowledge to understand relationships between their ideas and the ideas presented by the author of the text" (McLaughlin & DeVogd, 2004, p. 52). In this sense, the students participated in this study played the role of text critics (Luke & Freebody, 1999), envisioning different ways of viewing the writer's topic. For instance, Group 7 from Researcher A's class raised questions about the writer's assumption about elite Korean schools where students study too hard. They pointed out that not every student in the schools excessively studies as described in the passage and, as reported in the following excerpt, the readers in different cultures may get a distorted idea of the general education system in Korea by reading the text.

Also we believe people might have prejudice against South Korea's overall education because the writer only described the specific elite schools. Public high schools in Korea have a more universal and general curricula than that of those particular schools, and if the article showed more of this, people would not have much prejudice on Korea's education system. (Researcher A's Group 7's note on the reading, Elite Korean schools, forging Ivy League skills)

Another good example of students' critical stance on the writer's assumption in the reading is from the reading "A liberal education." Group 2 from Researcher B's class reported a different perspective from the author's view on education—a liberal education based on nature and humanity is superior to practical education. They challenged the

author's assumption on education by saying that in modern society, practical education is much more appreciated. They supported their idea by providing an example of the current atmosphere in education as follows:

Several departments of a university in Seoul such as philosophy or humanities that could not produce visible outcomes were forced to merge as the university was taken over by a major company. In this contemporary performance-based education, it was dominant to see how convincing it would be to mention the author's natural education, humanity. (Researcher B's Group 2's notes on the reading, A liberal education).

About the reading, "Will Jeremy Lin's success end stereotypes?" Group 8 from Researcher A's class reported a different way of thinking on race issues in the reading (an extorted stereotype of White on Asians). They thought of opposite examples not dealt with in the reading passage and came up with an idea of Americans who supported and showed interest in the world-wide famous Korean athletes, Yuna Kim and JiSung Park. Such effort to envision different ways of viewing the writer's topic led them to have a more balanced perspective on race issue.

Students were active in terms of reading from a critical stance in general, and they were especially active in challenging ideology embedded in the reading, "Does culture matter?" The analysis of the reports revealed that they played role of text critics in terms of questioning whose voices are represented and whose voices are missing in the reading. More specifically, the students thought that the writer only represented voices of the socio-economically upper class and the writer positioned himself in the class in the reading. They thought that the upper class had more opportunities to appreciate cultural events than common people even in modern society largely due to economic reasons, but the writer did not seem to be aware of this distance between the classes in the reading, showing that the writer himself had an aristocratic perspective on culture. This critical stance was well reported as follows:

It is hard for people to habitually attain culture in their daily life. However, it seems that the author does not realize the admission fee for some cultural performances such as musical, art gallery, concert such as opera, and etc. is yet regarded rather expensive to the public. This shows that the writer is still locked in an aristocratic view. (Researcher B's Group 6's note on the reading, Does culture matter?)

Since in the modern society, hierarchy no longer exists and there is a

widespread perception that all human beings are equal, chances to enjoy culture are given to all citizens. Still, however we thought the only the upper class could enjoy the culture more. For example, if one wants to go watch musical or other art performances, the tickets for the best seats cost much over the budget of ordinary people. Obviously, cultural opportunities have become universal, but there still seems to be invisible distances between classes. (Researcher A's Group 1's note on the reading, Does culture matter?)

In addition, the data analysis revealed that the students read the text from a critical stance by questioning the writer's ideology on culture and were not manipulated by the text's purpose. Group 2 from Researcher B's class challenged the writer's idea that the culture of the establishment is better than popular culture by writing:

This article assumes that popular culture still is regarded as a relatively inferior culture, and that class is divided among cultures. However, it seems that the author is overlooking the fact that there is no such superior or inferior culture. We believe that culture is not directed from the upper class to the public, that is to say from the top to the bottom, but rather it is what many people universally enjoy.

Similarly, Group 3 from Researcher A's class pointed out that the writer's belief was based on that of the upper class as follows:

The writer defined culture as accumulating knowledge in professional fields such as philosophy, literature, history, sociology and this is very difficult for common people to habitually associate in everyday life, and the writer is force the culture of the establishment to the public under the premise that the upper class culture can only be defined as culture.

To further their critical stance to more active readership, most groups provided alternative perspectives on each issue in the readings from editorial perspectives. In other words, students suggested a more proactive approach to the readings in terms of organization, tone, language use, and so on. Table 3 shows their suggestions of the reading practice.

TABLE 3
Better or More Democratic Ways to Present the Issues in the Readings

Reading Topics	Suggestions by the students
Elite Korean schools	<ul style="list-style-type: none"> • Adding a variety of aspects of Korean educational system (e.g., introducing education system in public schools in Korea) • Adding various programs in elite Korean schools
Students loans	<ul style="list-style-type: none"> • Neutral language use • Adding advantages of student loans • Providing background knowledge on economic system on the issue • Using visual resource such as graph
A liberal education	<ul style="list-style-type: none"> • Problem-posing on modern educational system focusing on practical education • Neutralizing the tone in the writing • Refraining from using metaphorical and rhetorical expressions
Does culture matter?	<ul style="list-style-type: none"> • Providing examples of different types of culture • Providing concrete examples or explanation of the author's concept of culture
Jeremy Lin	<ul style="list-style-type: none"> • Providing interviews of Americans or Asians who have positive perspectives about Jeremy Lin • Providing examples of discrimination on people beyond Asians

The suggestions above demonstrated how students critically analyzed missing perspectives and components to balance the texts in more democratic ways. This is a strong indication of students' taking an active stance and more active readership for transformation.

To elaborate, with the reading on elite Korean schools, Group 4 and Group 7 from Researcher A's class suggested that the writer need to use more various and common examples including public school system in Korea in order to promote credibility of the article as an informative writing about Korean educational system. Group 2 from Researcher B's class suggested various programs such as sports and personality education in elite Korean schools to help readers to have more objective perspective on elite Korean schools.

After reading "A liberal education," Group 1 from Researcher B's class proposed a better way to organize the reading as follows:

We thought it is necessary to suggest the problems of the current education system focused on practical studies and to insist on how naturalistic education can complement the problems of such practical studies to suggest alternatives.

They also suggested writing in a more reader-friendly manner avoiding metaphorical and rhetorical expressions as presented in the reading. Group 6 from Researcher A's class also recommended writing the passage with easier words for readers to understand better the text, and they especially put emphasis on changing the tone of writing into a more moderate tone. To be more concrete, they reported:

We think it is necessary to refine the author's aggressive and self-righteous tone. In the last sentence of the first paragraph, the writer teaches the listener with a strong voice like 'I will tell you mine, and I hope I shall find that our views are not very discrepant' and 'I will not call it education' in the fifth paragraph. Therefore, we thought it would be better for the author to change the tone and pay attention to the word selection.

In addition, many groups suggested providing more examples in reading "Does culture matter?" to present ways on the issue of culture in better ways. This is well-reported in discussion report of Group 5 from Researcher A's class as follows:

It seems like that the author only says that every person can enjoy the superior, elegant, or upper culture in the modern age by acculturation process. However, the author did not write about the culture of working or lower class in the text. If the writer explains that kind of culture in the text and argues that there is no more separated and superior (or inferior) culture nowadays, the reading text will be more appealing to readers.

Finally, after reading the article about Jeremy Lin, several groups suggested providing not only interviews of Americans or Asians who have positive perspectives about Jeremy Lin, but also examples of discrimination on people beyond Asians.

These examples illuminated students' strong engagement with what can be changed to better represent balanced and democratic viewpoints about the issues. Moving beyond critical language awareness and critical stance about the authors' biases, these reading practices showed their active stance to challenge the texts from an editorial stance. Taking an editor's perspectives can be interpreted as active readership initiation for change.

Furthermore, illustrating another student-initiated practice of Researcher A's class, students were asked to search readings by themselves and presented what they think of the reading from a critical stance and suggest better ways to present the issue to the class. This student-initiated practice helped the students further take active stance on the issues of education, culture and race covered throughout the course. For example, after studying about the race issue, Group 6 brought a text titled "Profiling: Because We Aren't God" by Williams (2006). The writer was in favor of racial profiling because he thought that Black Americans and Muslims are actually responsible for terrors and high rates of crime. What they did in the presentation was to ask comprehension check-up questions, basic questions for critical reading such as the writer's purpose, the writer's point of view about the topic and the tone of the writing. After sharing what they discussed with the questions, they provided other questions for critical reading including the target audience, the author's bias

in the reading and the alternative ways to portray the same issue to the class and presented the group analysis of the text using the critical questions. Finally, they presented how they read the text and what they struggled with when reading the text, in addition to what they learned through preparing a presentation.

In the presentation, they reported that the author's stereotypes about Muslims and Black Americans as people who have higher possibilities of involving in crime and cardiovascular diseases. Next, in terms of whose interest and cultural values are presented, they said:

The reading presents the interests of proponents who support racial profiling and it marginalizes people, especially Muslim and Black Americans, who think that racial profiling is one way of discrimination and thus it must be no longer used.

Then, they presented alternative or better ways to portray the issue as follows:

It'd be better if the author presents more objective data such as statistics which can show a correlation between terrorist acts and a Muslim and high rates of crime and Black Americans. Also, by quoting other Black American's feelings when they confront racial profiling, the readers can know how other Black Americans think about the same issue.

Regarding the ways to understand the text, they reported that they 'searched for the author' before they read the article to get some knowledge about the author's academic or social background. Then they 'skimmed' over the article to find the main idea of it, and they 'read the article several times carefully' to understand it. They reported that they read the text several times more to figure out the author's idea more clearly and develop their critical views based on it. In short, in terms of ways to read the article, they needed to fully understand the text first and then think further to see it critically. They also reported that it was a challenge to select a highly qualified argumentative reading about culture and see the text from a critical point of view because it is quite well written.

On the whole, the students challenged themselves to conduct the student-initiated reading practice based on comprehension and critical reading in a collaborative manner. They selected a text related to the issues covered in the class by themselves, made comprehension questions for the class, and presented what they thought of the critical questions with the reading that they found. As mentioned above, the students were encouraged to participate in this literacy practice and to practice critical approach to reading in everyday life. The following excerpt revealed that it was a helpful task for them to embrace the importance of critical reading leading them to become an active reader.

Before reading, we faced difficulties when we tried to do critical reading, but after looking at the questions that we have to ask to think critically about the text, we learned what perspectives we need to critique. We expect to use this skill on in our further readings not only when we read texts in reading class but also in any other classes for academic purposes. (Researcher A's Group 6's presentation)

In the excerpt above, students' initiation of critical reading practices helped them to take critical reading practices to other areas of reading, thus improving possibilities to raise critical consciousness about more diverse academic topics in different contexts. This is a small step toward becoming active critical readers of English. Taking editorial perspectives and engaging in student-initiated reading practices in Researcher A's case were two ways active critical reading was enacted and further action-oriented critical reading made possible.

5. DISCUSSION AND CONCLUSION

This qualitative case study explored Korean college students' experiences in taking an integrated reading instruction that targeted both conventional and critical literacy practices. The researcher-teachers adapted the EFL critical literacy model of Huh (2016) in their reading classes and reported how this balanced approach in reading instruction worked out in the two classrooms. Students became more strategic in their reading practices, paying attention to linguistic clues, the reasons for their difficulties, and word choices or tone of the writers. They were emotionally connected to the issues, which enriched their responses and critical analyses further. They enacted a more critical readership stance by taking editors' positions and by initiating critical reading acts with their choice of the texts.

The local adaptation of a critical literacy approach to reading instruction revealed the possibilities of implementing a critical literacy curriculum in EFL reading classes. This study presented how regular reading class teachers were able to adapt the core curricular components of the integrated critical literacy curriculum Huh (2016) – decoding and comprehension, personalizing and socializing with the reading, critiquing and reflecting on the reading texts – to help students not merely read the words but also read the worlds (Freire & Macedo, 1987). Most importantly, the teachers in this study tried to implement the reading components for critical literacy flexibly in their reading courses (for example reciprocal teaching and student-initiated practice in group presentation for advanced level students), and this study revealed that it is important for teachers to be sensitive to the characteristics of the class such as students' English proficiency levels and modify the

critical literacy curriculum to correspond to the particular educational context. Depending on students' levels and their needs, teachers should implement a flexible curriculum with Lau's (2013) suggestion in mind, "both critical practices and the learning of literacy skills should go hand in hand" (p. 3).

One outcome of this study is that the critical literacy curriculum helped students further develop strategic reading skills. In this study, teachers were able to observe that students were active users of reading strategies, including setting the goal (reading for purpose), monitoring their difficulties, critically self-questioning, synthesizing information in addition to figuring out main ideas and summarizing. The finding implied that teachers can play a role as a skilled guide to help students become a better reading strategy user. One way can be to provide them a reading task such as finding the main idea, as one teacher tried in this study, leading them to use other reading strategies to complete the task.

Another interesting outcome of this study is that the students showed their emotional responses, experiences and feelings to the texts, and those emotional engagements often helped them to reflect critically on the issues in the texts. This finding supports Buckingham (2003) who claims that ideological textual critique relates to students' affective and emotional reflections and Lau (2013, p. 4) who also said, "The more students' cultural, linguistic and personal identities are valued in their learning, that is, maximized identity investment, the more they will be engaged cognitively." Therefore, teachers should "explore the emotional experiences a cultural text generates in us – why we find the experiences attractive or repulsive – instead of simply having them "objectified intellectually and thus defused" (Misson & Morgan, 2006, p. 224). In other words, it is important for teachers to design their critical reading curriculum to balance between affective and intellectual engagements, and "teachers should ensure a safe classroom environment for students to explore their complex emotional responses to cultural texts" (Ellsworth, 1992; Gore, 1992; Lather, 1992, as cited in Lau, 2013, p. 7).

Next, students in these classes showed diverse roles as strategic readers, monitors, editors, critical questioners, and initiators of more active critical reading. Extending the previous research on integrated reading curriculum (Freebody & Luke, 1990; Huh, 2016; Lau, 2013), our research illustrated that multiple roles as English readers are complicatedly involved in the process of learning from an integrated reading framework. These positions will be useful for reading teachers to consider when implementing a version of an integrated reading curriculum. Teachers can foreground particular roles that students would not take by themselves and guide them to revisit the texts from the given roles. These would not only enrich their responses to the texts, but also teach them to come up with new meanings from more than one perspective.

To address critical component in the lessons, it was useful to provide critical questions to students to facilitate their critical thinking when they read. There were some moments

where teachers initiated critical dialogue among students by modeling how to read texts from a critical stance about the writer's cultural bias and assumptions and then ask students to initiate the practice of critical dialogue by themselves. In this study the teacher with advanced level learners guided students to check up their comprehension of what they read by asking one another the parts that they had difficult time to understand and taught them the only parts that they still did not understand in group discussion and reciprocal teaching. In terms of critical questioning of the text, the teacher tried to fade out in critical thinking performance as the students became familiar with critical dialogue. The "model-observe-fade" approach (Hmelo-Silver & Barrows, 2006), putting more emphasis on student-focusedness, was useful to help students brainstorm their own ideas and present opinions or solutions to problems. On the other hand, the teacher with lower level learners spent much more time in code breaking to fill the gaps of students' content knowledge and lexico-grammatical structural knowledge following Luk and Lin's (2015) suggestion, providing students with support as a bilingual. The teacher also asked quite a few thought-encouraging questions to the students to guide them in critical thinking performance with the texts in the class.

On the whole, both group students conducted their critical thinking performance in reading texts in English better at the end of the semester and this can be interpreted as growing pains. This implies that teachers must have sufficient professional training to help students better understand the texts, have more sensitivity to how language can be used to manipulate readers and immerse students in an educative community or critical thinking (Golding, 2011). These factors are important to facilitate students' critical thinking performance while reading texts in English. Also teachers should provide a variety of ideas to promote critical literacy in reading course as the self-directed critical performance by the advanced level students in this study shows critical thinking can be learned (Kek & Huijser, 2011) and "reiterative learning allows students to learn how to learn, unlearn and relearn" (Kek & Huijser, 2011, p. 336).

The students who participated in this study quickly grasped the teaching orientation of the teachers and bought into the suggested cultural norm throughout the semester of this study, and this might be the reason of their reactions to the lessons and their ways of enacting critical thinking performance. Future research can focus on how teachers' teaching orientations interact with students' learning and possibly control those factors to test the effectiveness of integrated reading curriculum in different educational contexts. At the same time, the results of data analysis revealed that students in this study seemed to improve their critical thinking ability by the end of the semester. This change as readers and interpretations of the findings in this study mentioned above can lead to future research to develop a pedagogical approach to teaching critical thinking, integrating comprehension promotion, strategy development, emotional engagement and action based practice in all levels and contexts of EFL teaching.

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Applicable levels: Tertiary

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Received on September 1, 2017

Reviewed on October 15, 2017

Revised version received on November 15, 2017