UNCOVERING IDEOLOGY THROUGH THE FOUR DIMENSIONS MODEL IN CRITICAL LITERACY PEDAGOGY

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Abstract

The objective of this research is to create language learning tools based on the four dimensions model in critical literacy pedagogy to reveal the speaker's meaning in discourse. The ideology of the dominant party, which seeks to uphold and legitimize its dominance, can be examined using those models as a tool to uncover the power of language. Ideologies will be discussed along with the four dimensions model as an approach in critical literacy pedagogy. Critical literacy instruction follows a conceptual framework that emphasizes the use of authentic content, multimodality, the encouragement of critical thought, and the switching and blending of L1 and L2. Meanwhile, the four dimensions model makes students competent in understanding writing fundamentally and systematically, enabling them to write from different ways of thinking, changing perspectives, and focusing on socio-political issues. To learn about power, identity, ideology, and difference, students can learn to read and critically analyze texts with the help of those conceptual frameworks of EFL teaching in critical literacy.

Keywords - Ideology; Four dimensions model; Critical literacy

Introduction

The social chaos that may arise from the community and students' lack of language in understanding and interpreting when responding to news and mass media. Interpreting the language in the mass media and further exploring the truth of news by examining the context of the situation, institution, or culture is essential in understanding the meaning of a text. The topic preferences for critical discourse analysis with ideology as the main studies are necessary as an analytical tool to teach students the importance of critical thinking in responding to text in media to avoid social chaos that has the potential to cause horizontal clashes in society. From the explanation regarding the lack of community/student critical thinking skills in cases in Indonesia which have an impact on social clashes in society, it shows that a learning device formula is needed that needs to be developed. students.

Text as part of language, is analyzed based on the linguistic elements which are related to things outside the linguistic text as a social process that explains how the text is practiced/generated and interpreted, as well as related to the context of social situations, institutions, and culture as a socio-cultural practice (Fairclough, 1989, pp. 24-25). Eriyanto (2001, p. 9) adds that the critical discourse analysis (CDA) method is a method of examining the production and reproduction process of the significance that has emerged historically and institutionally so that it can reveal the power relations that play a role in shaping the behavior of the subject in producing discourse. Or, in other words, discourse analysis is used to uncover the power within the language process and the ideology of the text producer.

According to Van Djik (1997, p. 5), ideology about discourse (in language) occurs because there is a function of ideology, namely as a social function. Ideology is developed by the dominating party which aims to reproduce and legitimize their domination. One of the strategies is to present domination as normal and natural and force those who are dominated to acknowledge this social relationship. The social function of ideology has implications, namely that ideology is social in nature which has been

agreed upon by a member of a group or organization and forms an identity that distinguishes one group from another. Because if there is discourse, then it is seen as not something neutral, but in it, there is an ideology of one group to dominate another group.

Related to revealing the text forcefulness, and enhancing students' awareness of text domination, there is a pathway to reveal bias or power behind the text. Criticizing the text might be explored by critical literacy as a teaching approach that involves reading the word and the world to encourage students to think critically, solve problems, and take action in their social environments. Its goal is to improve students' critical language awareness. Critical literacy is conceptualized in a variety of international educational policies and curricula, including those from the USA (specifically California), the UK, Canada, Sweden, and Australia using Critical Discourse Analysis (CDA), a method that enables the researcher to look into the ideological foundations of both policies and educational programs programmes (Nastasi & Fauls, 2023, p.126). Critical literacy, defined as the capacity to comprehend texts critically and analytically, allows readers to focus on socio-political issues, read texts from a range of perspectives, act on what they have read, and discover their own voice and ethical duty to improve the world (Beck, 2005, as cited in Abdenia, 2015, p. 77). As the critical literacy teachings were being implemented, ideologies permeated and influenced them (Weninger, 2020, p. 2).

Critical literacy is rooted in Freire's work which emphasized the literacy of social and political matters and taking action on the text. He viewed literacy as a practice of culture that shapes and is shaped by the social context which serves social functions (Meller & Hatch, 2008). Freire proposed the concept of reading the world and becoming more socially conscious by

critiquing various injustices. Readers are expected to question, examine, or contest the power dynamics that exist between them and the author rather than merely passively accepting the text message (Ng, 2017, p.81).

Critical literacy can be explored as a pedagogical model and analytical tool by the four dimensions model, which is related to power, ideology, domination, and social construction. Disrupting the status quo, challenging conventional wisdom, concentrating on socio-political concerns, and acting are the dimensions (Batista-Morales et al., 2019; Chafel & Neitzel, 2012; Lewison et al., 2002). According to Lewison et al. (2002), the four dimensions model can be utilized as an evaluation tool to analyze EFL in the classroom as well as a foundation for pedagogical recommendations for teachers (Hayik, 2016, p. 410). This particular model was selected due to its ability to incorporate and synthesize significant perspectives from scholars in critical literacy. These scholars are Freire (1970, p.15) regarding practice reflection and action, Fairclough (1995, pp. 208-211) regarding language learning as a means of analyzing how it forms identities, builds cultural discourses, and supports or disrupts the common place, Freebody and Luke (1990, pp. 13-14) regarding the significance of various perspectives in reading, and Janks (2010, p.176) regarding the uncovering of hegemony and injustice in language. Lewison et al. were motivated by those linguists to explore critical literacy as an analytical instrument and pedagogical strategy, resulting in their four dimensions model.

With the use of the four dimensions model, Lewison et al (2002, pp. 382-384) advance a literacy strategy that increases readers' knowledge of multiculturalism, power dynamics, the socio-political system, and counter-narratives. After working for thirty years in critical literacy writing (Batista-Morales et al., 2019; Chafel & Neitzel, 2012), they offer a critical literacy

framework within four dimensions. The first component involves disrupting the commonplace by challenging and expressing natural or common views. The second dimension involves considering multiple viewpoints. Students must analyze texts and experiences from both their own and other people's perspectives, as well as any competing positions. The third dimension focuses on the socio-political system and looks at how important it is for critical literacy teachers to integrate language, politics, power, and relationships into their lessons. It also looks at how important it is for literacy teachers to support students in drawing connections between their personal experiences and their political contexts. Taking action is the final component and is frequently seen as the core of critical literacy. In this instance, readers apply literacy to social justice by acting and reflecting on the world to change it.

The four dimensions model as an approach of critical literacy pedagogy can be implemented through some steps in teaching L2 reading in English as a Foreign Language (EFL) or English as a Second Language (ESL) context. Those strategies are proposed by some scholars, such as using the authentic materials (Nunan, 2013, pp. 98-99; Jordan as cited in Kirana, 2016, p. 355), exploring critical discourse analysis to raise the critical language awareness (Bonyadi, 2019, p. 133; Fairclough, 1992, p.125; Gyawali, 2019, p.8), using multimodal teaching-learning learning (Dressen-Hammouda and Wigham, 2022; Kuo et al., 2015; Kress, 2003; O'Halloran et al., 2017; Sejzi et al., 2013), asking critical questions (Abdenia, 2015, pp.79-86), and mixing L1 and L2 (Akbari, 2008, p.279).

Thus, the goal of this research is to create instructional materials for language learners, specifically the four-dimensional model of critical literacy pedagogy to uncover ideology as the central tool for clarifying the meaning of speakers who can impart or offer lessons in critical thinking.

Methodology
Case study will be the research method in this study, since the research observes a comprehensive, multifaceted understanding of a difficult topic in the real world. A case study is an investigative technique in which a researcher digs in thoroughly into a program, event, activity, procedure, or one or more individuals, according to Creswell and Creswell (2018, chap. 1, par. 21).

The object of the research will be taken from the Advance Reading class of English Literature at Universitas AKI. The considerations of the chosen object are reading class explores more to the written text, as the main source of critical literacy, and the students consider to be critical thinkers in which students learn to analyze the text critically.

Artifacts and observation are the data collection approaches. The methodical recording and noting of first-hand knowledge is called observation. These observations may be made of things, events, or behaviors. In this study, artifact refers to any written materials created during instruction, whether they were completed outside of class (assignments) or inside (worksheets and discussion notes). It is therefore possible to refer to the documents as class artifacts. Summaries and reviews, as well as student queries and replies, were among the data to be searched in these documents. The process of data analysis involves obtaining an explanation of students' answers to inquiries, their justifications for posing particular queries, and the artifacts they have created that demonstrate their critical literacy involvement.

Finding
The Conceptual Teaching of Ideology in Critical Literacy Pedagogy
When discussing ideology, it relates to critical literacy pedagogy. Power,

ideology, and dominance have all been connected to critical literacy. Ideologies entered and influenced the critical literacy units as they were put into use. The conceptual framework of teaching ideology will describe below. Critical literacy will be the key notion in teaching ideology. Critical literacy is the ability that assists information seekers in understanding texts critically and analytically The approach of critical literacy pedagogy is the four dimensions model that empowers them to read texts from various points of view, change perspectives that are commonly used, focus on socio-political issues, take action on texts that have been read, and discover their own voice and ethical responsibility to improve the world. When we can read and write critically, we examine our ongoing development and reveal the subjective positions in which we understand and act in the world.

So far, the teaching method of the text/reading subject asks conventional questions such as the topic of the text, the similar meaning of the vocabularies, the reference to the text, and so on and so forth. To implement the new method of teaching as the requirement for twenty first-century skills, teaching pedagogy may mix between the traditional and critical text since so far the reading instruction in our curriculum is still focused on a traditional reading method. Since the method of teaching reading in most educational institutions is applying the traditional way of teaching reading, teachers cannot teach critical reading as the new method directly to the students, but they may start to blend between conventional and the new reading method. The second concept is that educators should teach flexibility in order for the students to think critically and analytically. The materials used for teaching critical thinking are the authentic materials that are provided in the students' daily life, so they can examine critically the text easier than the text provided in the textbook that is not related to students' world or foreign topic that trouble students to understand the text.

The third concept is by using multimodal teaching-learning, such as listening units and project-based outcomes in video, or storybooks to make students examine the text in a fun way. The ability to critically analyze and interpret multimodal texts (e.g., online news, social media postings, websites, and videos) has become an important skill in the twenty-first century, where sites of information, knowledge construction, and social interaction are increasingly governed by interactive digital media technology. Moreover, using multi modes is fun and enjoyable for students that motivate them to learn critical text with excitement.

The fourth concept is to question students with critical questions. Discussion around the definition of critical literacy-oriented will not leave behind the questioning. This key component has been part of nearly any studies on critical literacy implementation but has not been internalized at the core of the teaching. If the teacher applies the transition of conventional reading to critical one will familiarize the teacher and students with the method of questioning as the key concept in critical literacy.

The fifth concept is by using L1 in L2 environment, since L2 is problem for some students. One problem for L2 learners is English proficiency which may hinder students to speak up to express their opinion, to respond to others' opinions, or to discuss a certain issue. The main purpose of critical literacy is to make students be active individuals, so expressing their voices is also essential in the instruction. To make it balance between English ability and communicative competence, as well as the students' critical thinking, the teacher may let the learners mix both L1 and L2 as a strategy to achieve both hard and soft skill ability.

The Four Dimensions Model to Reveal Ideology

Teachers can't teach students' critical reading as the new reading approach directly because most educational institutions still teach reading according to the traditional methods; nevertheless, they can start combining the two. To get students reading texts critically, teachers can give them brief, easy-to-understand texts on critical literacy, such memes from websites. Memes are regarded as selected data as they are often short texts with a few sentences. Teachers should emphasize flexibility while teaching critical literacy to students so they may think critically and analytically. Because the material is relevant to students' everyday lives, the sources that are used as data are therefore legitimate sources. This first phase prepares them for the more difficult questions that will test their awareness of critical thinking.

After teaching students how to think critically, the teacher may progressively assign the more important and contradictory work, which requires the students to compare and contrast two pieces on the same topic. The goal is to analyze each piece critically in relation to the others in order to find out how the authors have crafted the text to achieve those aims, as well as the power and domination they hope to convey.

It relates to considering multiple viewpoints as the 2nd model in the four dimensions. The goal is to analyze each article critically in other perspective to ensure how the author shaped the text to serve those purposes as well as the consequences and power relation the author wants to convey in the text. Online news with divergent angle can be used by teachers to demonstrate one piece of information. For this study, the researcher takes the example of Gus Yaqut case. The data is authentic material, in which it is provided in the students' daily lives. The news are taken from the reality, this case happens in Indonesia, and it becomes trending topic. It makes easier for students to critically evaluate the text than the

textbook text that is not relevant to their world or a foreign topic that makes it difficult for students to understand. The data are also presented in Indonesian. Speaking up to share their opinions, respond to others' opinions, or engage in a discussion about a particular issue can be difficult for L2 learners due to their limited English proficiency. Students' ability to express themselves is crucial to the instruction, so teacher allows students to switch and mix English and Indonesian.

The example of the data is the controversial issue about Gus Yaqut's statement that contrast *adzan* (calling to prayer for Moslem) and dog barking. Teacher plays the video from YouTube when Gus Yaqut said the statement and ask students to analyze his statement to get the further understanding. Students may repeat watching the video to get comprehensive understanding. This step is important to teach students to recheck and find the truth of the news if they get the information. They have to find whether people opinion that said he contrast adzan and dog barking is true or false. Teacher guides students to find the topic of the statement during the interview by taking note his statements.

The most words, like *suara yang menggangu harus diatur* (disturbing sound must be managed) are the topic. Then teacher questions students whether Gus Yaqur contrast adzan and dog barking. They express their opinion: "He made the examples of loud disturbing sounds such as the sound of dogs barking and the sound of trucks starting their engines at the same time", "It is similar to the sound of adzan that disturb for other Moslem people", "The unregulated sound is definitely annoying", Don't use Toa loudly, the maximum is 10 decibels, because if it is used simultaneously it will be annoying (for other Moslem)". Students realize that the main topic of Gus Yaqut statement is not contrast adzan and dog barking, but the annoying noise will disturb others.

After that teacher shows the data from online news showing different perspectives. Then she asks students to get other data about that case in their smartphone and asks students to identify the pro and contra comments about that case. This activity invites students to analyse ideology from the vocabulary choices showing positive and negative connotation. Besides, students also learn to do interpretation of each comment. Students' interpretations result in the classifying of two contrastive view.Those two contrastive views demonstrate that the case raises controversial and students need to be wise readers to not judge someone before they analyze deeper.

In focusing on the socio-political issue as the 3rd model, teacher asks the students with critical questions: "Who is Gus Yaqut?' "What is his educational/family background?", "What institution he belongs to?", "What different point of view of the case?", "What social and political system in Indonesia are?", "Who has more powerful position in society?" to explore Gus Yaqut ideology. Ideology is a set of belief system that constitutes a belief, value, goals, and idea of person or certain group or layer of society. What Gus Yagut said represent what he beliefs. To know the belief, students are directed to answer the questions and investigate his background or context i.e., situational, institutional, or cultural context. Students are allowed to find the information from any sources, such as website or YouTube. After that, they have to discuss what context they find to describe Gus Yaqut. The contexts they get are he is Religion Minister, former head of Gerakan Pemuda Anshor under NU, member of PKB party, and Pancasila must be implemented in daily life, so when he led GP Anshor he fought against anti NKRI movement. Those background show the ideology he has, i.e., as the religion minister he has to accommodate all religion opinion. It is supported by his previous statement that "Saya adalah menteri semua agama" (I am

the minister of all religion). His background as member of Pemuda GP Anshor and NU with its ideology indicate that he is pluralism follower. Those conclusion is summarized from students' opinion during discussion.

Discussion
The method of the four dimensions model in critical literacy instruction can be implemented in teaching ideology. This strategy is supported by some scholars. Critical literacy has interrelated to power, ideology, and domination. When the critical literacy units were put into practice, ideologies entered and influenced it (Weninger, 2020). The shift from an autonomous to an ideological point of view on literacy demonstrates how it is socially constructed and embedded in context (Lundgren, 2013). The concepts, including domination, access, diversity, and design, are used to describe a critical literacy perspective in the context of the educational research (Janks, 2000; Wilson-Lopez et al., 2017). Since power, ideology, and hegemony all have connections to critical literacy when describing a critical literacy perspective within the context of educational research, the terms dominance, access, diversity, and design are often used.

Ideology teaching relates to critical literacy that needs a guideline for the practice in a pedagogical framework. Jones (as cited in Ng, 2017, pp. 82-83; Saygılı et al., 2018, pp. 10-12) have suggested a three-part framework, they are deconstruction, reconstruction, and social action to encourage students to think critically about texts, themselves, and their worlds. The pedagogy gives insights into the critical theory of how to teach critical skills, how to implement critical literacy into our classrooms, and what steps in reading the text critically.

The application of the Lewison et al. four-dimension model in this study is in line to a study of Gustine (2014, pp. 203-204) that used an action research project with

39 students and an English teacher to examine the design and implementation of critical literacy in an Indonesian secondary school. Despite various challenges and limitations, teaching critical literacy in an EFL class has potential. The study found that critical literacy pedagogy helped teachers make the transition from a "banking" approach to "critical pedagogy," which helps students develop into more critical, tolerant, and socially conscious thinkers as the entrance to reveal ideology.

Kuo's (2014, pp.129-131) research, which claimed that by integrating personal concerns and identities into the ELT curriculum, critical literacy training can complement rather than replace traditional education, is related to how students can observe different points of view. Students will be encouraged to conduct research and express themselves in English as a result of this. Critical literacy cannot be applied right away without first honing traditional skills. He continued by saying that "critical moments"—when students have divergent perspectives on a common experience—are when critical literacy teaching is most beneficial. Kuo's research, which encourages the use of several perspectives, is a crucial element to figure out the ideology not from learner's point of view, but from others' perspectives.

The ultimate goal of critical literacy is to increase students' everyday social awareness. It attempts to elicit action from students by posing critical questions after they have studied the material critically. When working on important literacy tasks, the students played the dual roles of language learners and social agents tasks (Kuo, 2014, pp.129-131). The method makes students to be critical if they get the information and try to find the truth before they judge some or before the share the news that they often get from WA Group. Their action as the 4th model is the major objective of the four dimensions model in critical literacy pedagogy.

Teacher can use many media to teach ideology, such as text, visual, image and text through online news in website, news in YouTube that perform visual and audio. Related to teaching ideology, an effort to educate students to be critical thinker. This strategy aligns with some scholars who said that teaching ideology can be conducted by giving multimodality of resources in teaching English as a Foreign Language (EFL) (Amgott, 2023; Millan, 2021). The digital technology use that was frequent throughout all activities became a source of students' artefacts and offered opportunities for students to develop critical literacy (Molin et al., 2018, p. 2).

While teaching ideology, teacher gives several critical questions in the teaching and learning process. Those questions were proposed by some scholars (Abdenia, 2015; Alford, 2021; Govender, 2019; Huang, 2011a; Kuo, 2014). Asking a question will stimulate learners to figure out what they should pay attention to and give a chance for them to express their critical opinion.

Since getting to know the ideology is not familiar for students, teacher may mix between L1 and L2 that facilitate students in critical discussion. Even though the teacher only used English during the critical discussion, the students were free to respond in their own tongue. This strategy is based on Akbari (2008, p.279) recommendation to use learners' first languages as resources. After students are used to be critical thinker by identifying the ideology, teacher can take other complex examples, pick English data, and force students to speak mostly in English.

Conclusion

The dominant party's ideology, which aims to perpetuate and legitimize their dominance, can be analysed using the four dimensions model as a tool to reveal the power within the linguistic process. How students may see different points of view, how they investigate the socio-political structure, and how they take the action are

the models that can be implemented to observe the ideology. Those models as an approach of critical literacy have been linked to ideologies, power, and dominance. The conceptual frameworks of teaching ideology with the four dimensions model are using authentic material, using multimodality, promoting critical questions, and switching and mixing of L1 and L2.

The four dimensions model and EFL instruction in critical literacy pedagogy make students have a competence of understanding texts critically and analytically, exploring the ideology, empowering them to read texts from various points of view, changing perspectives that are commonly used, focusing on socio-political issues, taking action on texts that have been read, and discovering their own voice and ethical responsibility to improve the world.

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