

# Personalizing Students' Digital Action Plans through Critical-Heutagogy Model for the Development of Critical Conscientization in Critical Reading

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## Abstract

The advent of the digital age is unpredictably changing education and educational practices. With the wider availability of print and online materials, the language educator of the twenty-first century must expect her/his pupils to be more critical readers if they are to develop their critical consciousness in language acquisition. Consequently, the purpose of the study was to analyse the elements that impede students' capacity to increase their critical consciousness through critical reading, as well as the ways in which digital technology may alleviate the situation. In order to comprehend the reading practices of students, critical pedagogy and self-determined theory were applied. Utilizing a design-based research, design principles emerged that increased student engagement with texts, peers, and technology. As a result, a framework for enhancing students' proficiency and critical awareness in language teaching was developed.

**Keywords:** capability; critical conscientization; critical heutagogy; critical reading; design-based research

## 1. Introduction

Globally, the digital era is unpredictable changing education and its process. The digital era and its effects, such as immediate connectivity, virtual engagement, and community building (MsLoughlin and Lee, 2008), are gradually revolutionizing higher education pedagogy amongst a conservative teacher education that is more renowned for its reaction than its proactivity (Lovat et al., 2009). Knowledge-seeking activities are now undertaken in mobile digital environments due to their versatility and portability. Nowadays, a smartphone linked to the internet is seen by many as a versatile knowledge-gathering platform, and thus creates a genuine reading environment that encourages and engages readers in meaningful reading and language experience (Coiro, 2003).

For EFL students in Indonesia, the impact of digital texts on their L2 reading abilities is substantial because the majority of authentic digital texts encountered on their cell phones are in English. Tuner and Hicks (2015) noted that simply being online requires digital reading abilities, despite the fact that many individuals may not view their smartphone use as a kind of reading practice. Internet, particularly social media, has become an environment where 78% of kids (ages 7 to 17) spend their time (Badan Pusat Statistics, 2019). Since the introduction of YouTube (2005), Facebook (2007), WhatsApp (2009), Instagram (2010), and TikTok (2016), this tendency has grown exponentially. This implies that these mediums provide new communities and venues for reading and writing practices (Coiro, Knobel, Lankshear, & Lev, 2008; Tyner, 2014). The most fundamental distinctions between print and digital texts include the potential of numerous writers (e.g., Wikipedia), the continual and rapid updating of content, the broad linkages between sources (hyperlinks), and the existence of a greater variety of multimodal features (Burnett & Merchant, 2011). Owing to its accessibility, speed, and multiple interpretations, digital information has become the preferred method of knowledge acquisition for the generation of digital natives. Yet, the material is less accurate, prejudiced, and contains several logical errors (Santisteban et al, 2020). Internet is rife with fake news and hoaxes that can lead pupils down a path of misinformation and propaganda.

Consequently, reading is not limited to decoding and interpreting text. Yet, the purpose of reading is to build analytical and critical reading abilities (Eagleton & Dobler, 2007; Ng & graham, 2017; Richards, 2015; Sadoski, 2004). Although critical reading cannot be ignored, comprehension of critical reading is frequently more dependent on cognitive factors (Al-kalefawi & Al-Amrani, 2021; Haney & Thistlethwaite, 1991; Gaetjens, 1997; Rautman, 2014; Mulumba, 2016). Yet, Freire and Macedo (2004) reply to the practice of critical thinking that is viewed only from a cognitive perspective. They highlight that critical thinking is an information disposition, a way of life, and a method of thinking that prepares students for social action and transformation. In contrast to functional reading, which often emphasizes decoding and comprehension (Paran & Wallace, 2016), critical reading goes beyond comprehension. It takes interpretation and assessment abilities (Eagleton & Dobler, 2007; Gaetjens, 1997; List, Brante, Klee, 2020; OECD, 2015) for readers to differentiate

between facts and views, discern a writer's aim and tone, draw inferences, and draw conclusions (Pirozzi, 2003). Critical readers will assess whether the author has provided adequate evidence to support a claim, or whether there is more implicit information that has not been examined (Gaetjens, 1997; Wallace & Wray, 2011). They do not approach a text as a collection of sentences in order to grasp its literal meaning, nor do they read without challenging the texts (Gaetjens, 1997; McLaughlin & DeVoogd, 2004; McNicol, 2016; OECD, 2009; Salmeron et al., 2018).

In the explosion of data and information, knowledge is a type of power and its exploitation may dominate the world. Although no one has mastered all the knowledge in this universe, the capacity to get vital information is a great advantage. This should result in a more rigorous textual comprehension and a greater critical distance from the author (Pennycook, 2001). Text and language are never neutral (Freire, 1970; Fairclough, 2001; Luke, 2012; Lewinson, Leland, & Harste, 2008; McNicol, 2016), and through critical reading, readers are able to "evaluate textbook material and other types of reading, to uncover motivations and assess arguments, to consider options, products, advertisements and commercials, and to evaluate policies and programs offered by different levels of government" (Pirozzi, 2003). Critical reading helps students to be aware of numerous social, cultural, ideological, and political contexts are inherent in each text/discourse they read (Morrel, 2015; Garcia, Fernandez, Okonkwo, 2020). The right to construct meaning or interpret a work based on one's own unique experience/knowledge is shared by the author and the reader. The critical stage questions who is represented in the work, what the author wants the reader to believe, what voices are muted or absent, and how alternate viewpoints may be portrayed. As there is no ultimate truth in a book and each individual's worldview is neither right nor wrong, but rather different, there is no absolute truth in a text (McNicol, 2016; Yoon, 2016). Consequently, critical reading can cultivate students' awareness of many contemporaneous worldviews (Yoon, 2016) and students' conscientization (Freire, 1970; Ryan, 2012).

Freire (1973) proposed that the process of conscientization unfolds in three stages. First, asking questions of texts helps students acquire deeper critical thinking skills and a profound understanding of social reality. They are typically concealed by the norms established by the status quo. This phase of waking consciousness will provide students with the ability to begin noticing their own experiences in settings that expose previously unnoticed inequalities and prejudices inside the systems. Secondly, pupils develop a critical awareness of their place in their respective worlds. This phase of critical analysis stretches beyond the immediate experience of a group of students to embrace larger contexts in which to search for trends and insights into how the systems function. This stage necessitates the research of a variety of components that shape experience (Freire, 1998). It also encourages students to examine topics pertaining to economic and power disparities in order to grasp the attitudes, ideas, beliefs, and behaviours that perpetuate these disparities. The last step entails their capacity to effect good change while taking into account the interests of various socioeconomic strata and backgrounds (Darder, Baltodano, & Torres, 2003; Freire, 1998) This phase focuses on action, and Freire makes it clear that the type of education he promotes must include the capacity to affect change in addition to a focus on critical thinking.

Contextually, critical reading instruction in Indonesia was still focused on transmission-based education, which inhibits critical consciousness by preventing students from questioning their initial worldview (Freire, 2004). In addition, it fosters a culture of silence in which the experiences and voices of students are marginalized (Alford, 2001; Freire & Macedo, 2003; Monchinski, 2008; Ranson, 2000). It fails to prioritize the most fundamental educational concerns about the empowerment of students (Pennycook, 1990). Many lecturers prefer to emphasize on cognitive linguistic and asocial components of language acquisition as opposed to helping students improve their critical reading abilities and feeling of agency in learning (Shor, 1992, 1996; Crookes & Lehner, 1998; May, 2011; Pennycook, 1990). Nonetheless, it is impractical and presumptuous to assert that this culture of education permeates all or even the majority of language education venues and classes. Other studies have described commendable efforts to promote critical thinking and creative learning, foster a democratic society, and integrate cultural themes into second and foreign language training (Benesch, 2009; Crookes, 2010; Ghahremani-Ghajar & Mishosseini, 2005; Morgan 2004; Norton & Vanderheyden, 2004; Wachob, 2009). Due to the prevalence of the above-mentioned uncritical and asocial attitudes, ideals of transformational and liberatory education are not accorded the attention they need in critical reading despite the existence of all the aforementioned factors (Crookes & Lehner, 1998; Pennycook, 1990). In addition, combining critical theory (social perspectives) of learning and a more self-determined (humanist) learning theory has never been done in the ELT area in light of the emergence of the digital environment.

This current study sets out to design a critical heutagogy model to expose and encourage Indonesian EFL students the more social critical reading model needed for the more effective critical conscientization development. Critical Heutagogy model is a flipped critical reading program offering three crucial aspects of critical reading supports: (1) Negotiation and dialogs along the process of learning, starting from designing the lessons to conducting the assessment, (2) Self-navigated, self-explored, and self-evaluated reading materials for students and (3) Personalized digital tools and media for presenting students' criticality and action plans. In the initial design of conceptual model, the design of critical heutagogy model combining the principles of critical pedagogy (Freire, 1973) and Heutagogy (Blaschke, 2012, 2019) in critical reading program. Considering the knowledge construction in both approaches, this model adopts three phases of transformative and liberatory education as the phases of developing critical conscientization (awakening awareness, critical analysis, and changing reality) (Ryan, 2012). Effectively transitioning from one phase to the next requires the acquisition of specific skills and the handling of the challenges that each phase presents. According to Freire (1988), the permanence of education depends on the continuous nature of the quest, therefore these phases comprise a perpetual cycle as opposed to a finite linear achievement.

## 2. Method

### 2.1 Research Design

The design-based research (DBR) was employed as the study design because of its ability to improve the learning environment and students learning and also does fit well in the field of education. The phases or principle of DBR which include analysis of practical problems, development of solutions, iterative cycle testing and refinement of solutions, and reflection to produce design principles and enhance solution implementation (Reeves, 2006) were employed in the study. This research design took on a naturalistic outlook (Joseph, 2004) and enable the researcher to identify effective ways of improving students critical conscientization in critical reading through personalization of digital action plans. It also assisted the researcher to identify appropriate digital tools for this purpose for collaborative and analytical purposes. The adapted research cycle of DBR can be seen in figure 1.

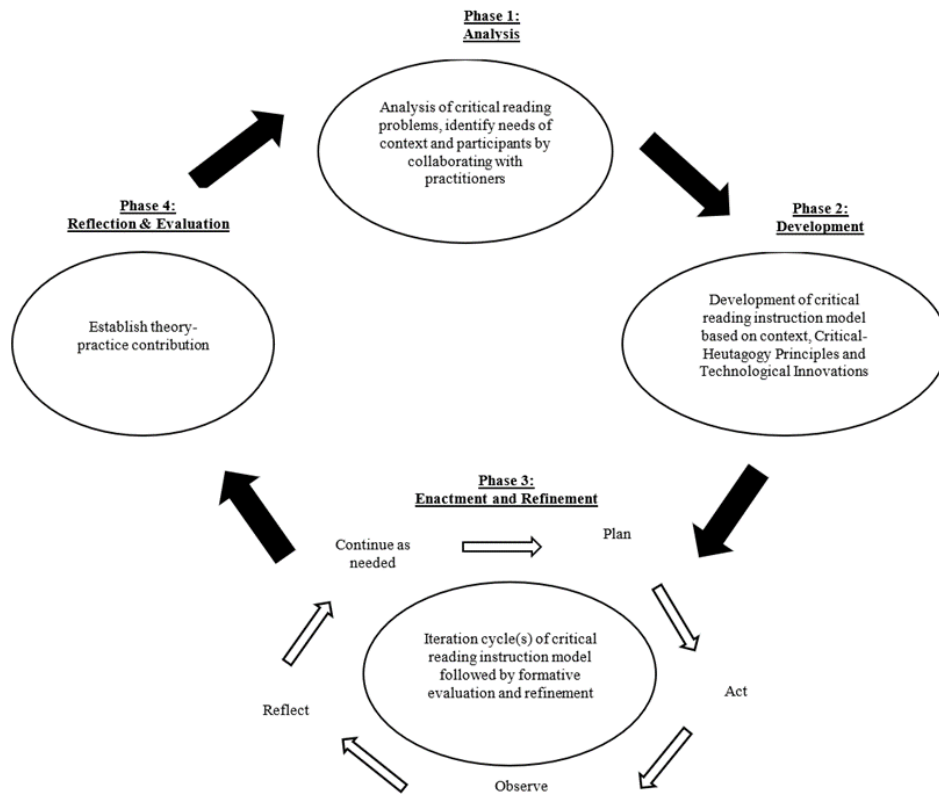


Figure 1. The Research Cycle of DBR Adapted from Reeves (2006)

2.2 Subject of Validation

The respondents included teacher educators and students in English Language Education Study Program at 2 teacher training university in Indonesia. Six teacher educators who participate in the preparation of English language teachers were included in this study. The students included all the first year in the study program. Nonetheless, ethical approval and informed consent were discussed as part of initial commitment to voluntarily participate in this study. The documents were produced at an adequate level of Bahasa Indonesia to ensure full comprehension of the study’s benefits, danger, and viability. The consent form also explicitly indicated that students’ studies (especially in the study course) were not to be affected whether they participate in the study or not. Thirty-three students agreed to participate in the study. Some study activities required students to work in groups while others necessitated individual tasks.

2.3 Data Collection Method

The study employed a multiplicity of modes of inquiry which included discussion, questioning, focus group discussion (FGD) and observation. The methods were used in order to obtain socio-cultural perspective of students’ reading experiences, and the extent to which digital technology could be employed to improve students’ critical conscientization in language education. The numerous methods helped the researchers to understand students experiences from different perspectives. Employing variety of methods meant bulky data and extensive analysis. A clear description of the procedures of data collection and interpretation, reproduction of transcripts, and laying emphasis on replication (Sarantakos, 2005) were the major modes of data authentication and triangulation. A multiplicity of methods and clear procedures of data collection improved validity of collected data, and minimized the effect of researchers.

The first phase was to analyse the critical reading problems faced by students. Observations on learning instruction, Focus Group Discussion (FGD) with lecturers and questionnaire distribution were conducted to see the phenomena in the context. Besides, identifying participants' needs (necessity, lack, and wants) was crucial (Macalister & Nation, 2020). The conceptual development of the model was designed from the result of those analyses combining with the conceptual theories reviewed. This phase was completed collaboratively with the lectures of critical reading as practitioners.

The second phase, development of the first draft of the critical reading instruction model was done based on the analysis of practical problems. There were several steps conducted in this phase in collaboration with lecturers and experts. The first was to design learning objectives and indicators of critical reading instruction. Of course, the determination of learning objectives that were generally written in this step was also adjusted or negotiated to each learner's specific needs, given the characteristics of self-determined learning in Heutagogy. In this stage, the development of the syntax-based Critical-Heutagogy model for reading instruction was carried out. The syntax was also equipped with a syntax usage manual consisting of lecturers' and students' roles, syllabus design, and principles in choosing materials, media, strategies, and evaluations.

After completing the model draft, iterative cycle(s) was enacted to facilitate students developing their critical conscientization. A series of evaluations were carried out to collect data used to identify how to improve learning collaboratively. Small group evaluations were conducted to see the model's effectiveness in promoting students' critical reading competencies and capabilities in the form of critical participatory action research (Plan-Act-Observe-Reflect) (Kemmis, McTaggart, & Nixon, 2014). This type of evaluation provided the designer with various types of information that could be used to enhance learning. Similar techniques could be applied to formative evaluations of existing materials or class instructions. Data from the formative evaluation were summarized and interpreted to identify students' difficulties in achieving goals and link these difficulties to specific deficiencies in instruction. Students' reflective journals and photovoice were also used to see the progress of the students' learning and their voice upon the instruction.

To conclude whether the model developed was suitable for solving the problems faced, conceptual and theoretical foundation, a reflection was carried out at this stage. As the final stage in this study, the reflection was conducted to establish the relation between practice and theory. FGD was conducted with lecturers to reflect on how the practice could contribute to the theory. Besides, students' questionnaires were also distributed to see their responses to the critical reading instruction model's implementation. The items in this questionnaire were developed based on the principles and elements of Heutagogy and critical pedagogy.



Figure 2. The Iterative Process of Critical Heutagogy Implementation

#### 2.4 Data Analysis and Emergence of Design Principles

According to Erickson, the acquired data was analysed using an interpretative process (1986). The recordings were initially transcribed and given pseudo-names. The researchers examined the data and generated hypotheses through induction using a quasi-grounded theoretical strategy (Charmaz, 2006). This grounded theoretical method is ideal for the sort of design theory construction required by DBR. The design selections were evaluated with each iteration in order to enhance the underlying design principles. Throughout the investigation, the researchers convened many times. In the initial step, the researchers intensely coded the data and produced claims on a small sample of data,

collaborating to validate and restrict their assertions. In the second phase, the agreed-upon statements were evaluated against the whole data corpus. Each researcher searched through the data in search of warrants and disconfirming evidence to either support or refute the statements, and then the team reconvened to discuss and reach consensus on these warrants and disconfirming evidence. The design propositions were then influenced by the confirmed statements from this interpretative procedure.

The next section describes these design decisions and the impact, both planned and unintended, they had on the instructor and student experience. Then, specific recommendations for the design of protocols within mixed synchronous learning environments are tied to the themes of these experiences that arose from the data analysis.

3. Results

3.1 Critical Heutagogy Model and Its Elements to Support Students' Ability to Develop Critical Conscientization

In Critical-Heutagogy (Figure 3), different levels of student problems are addressed and given attention, according to the needs they convey. In this process, the teacher is part of the fourth circle of each student's knowledge production, but it must be understood that the teacher and the student intersect and dynamically inform each other on many of the levels depicted in this figure. Teachers who accept this process will learn the unexpected truths that come from being open to their students and must be able to recycle this dynamic learning process into an expanded body of knowledge and a constantly inventive pedagogy. Carrying out such an analysis can leave people very vulnerable, and groups can often provide reassuring evidence that a person's experience is shared or influenced by systemic forces rather than being an embarrassing covert anomaly. This kind of acceptance also helps to hear how others have handled or resolved certain issues; the knowledge generated in such dialogue can change the composition of interior life, social context, and ideological position of each individual, and can then encourage the production of further knowledge for individuals and groups. Thus, Critical-Heutagogy is a dynamic pedagogy to create a wider and more refined production of individual and collective knowledge in the context of today's rapidly advancing technology. For teachers and students to greet each other authentically, it is important to understand the bases of experience and personal feelings on which personality is formed. To be sure, everyone holds important affiliations and often oppresses gender, class, ethnicity, and race.

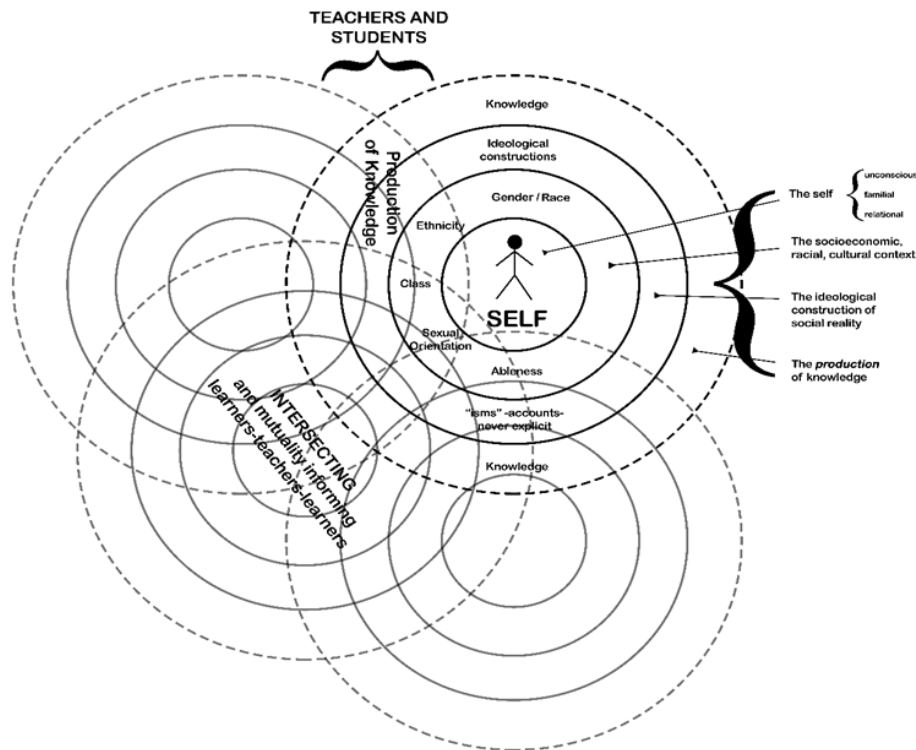


Figure 3. Knowledge Production in Critical-Heutagogy Model (Adapted from Nemiroff, 1992)

The idea of empowerment contains the potential for each person to define his or her own situation. The application of broad stereotypes to people's experiences can harm them, creating resistance that didn't exist before. Teachers and students alike should reject quick answers given by common assumptions and examine how others experience their gender, race, class, sexual orientation, and ethnicity. Only when all participants are able to share in an atmosphere of acceptance in which the meanings ascribed to their affiliations are worthy of them will the discussion bring about a real transformation in both the learning and social life of the students. Many aspects of community life carry a high emotional charge in certain contexts, especially those that are systematically controlled by people with more ascribed power to society—such as teachers. Unless students are encouraged to express their authentic voice, they are actually wise to use resistance, lack of motivation, detachment, passivity, and/or aggression. More opportunistic students quickly learn how to reproduce validated sounds in the system. It is important to provide opportunities for group members to share information that they consider important to their own lives

regarding their childhood, their family situation, their friendships and love relationships, their sexual orientation, their financial situation, their health, their aspirations, and Their life. loyalty. One cannot demand all this information in one sitting. However, it is possible to open up opportunities for participants to share their own particular life experiences and relate them, often with the help of their peers, to their feelings as well as to their socio-political situation. Making these connections removes many of the barriers to thinking and communication within a group, and provides a common knowledge fund on which a group can build collective and referential wisdom and support systems.

While all the general questions and issues addressed by critical pedagogy are important in Critical-Heutagogy, they should be expanded to include questions about the 'self' such as: Who am I? What was the most formative factor in my own development? Which are individual and which are systemic? How do I feel when I have been belittled by someone or a situation? What actions and choices can certain feelings prompt? By whose criteria do I make my assessment of value? If it's not mine, why would I take it? For whose sake do I act, and whose "voice" tells me what to do? What are my feelings about going against authority, and where do they come from? Which part of me longs for emancipation, and how does it feel? These questions can lead to painful "reviving" and "feeling back". Great sensitivity and support is required from the education facilitator as well as trust in the group and its collective wisdom. Great patience is also needed to help people overcome their own layers of resistance to this kind of "reexperience" and their fear of change. This kind of openness and patience is important for all group members, and a transformational teacher must be able to set the best example. This requirement should not pose a barrier to anyone who is very interested in education.

Critical-Heutagogy begins with the individual's feelings and needs, which are brought into contact with external forces that then contribute to the shape of those feelings. Through the dialectical analysis of individual and collective experience, an authentic discourse locus can be built within any group. When this is done successfully, group members find resources within themselves not only to increase their own understanding but also to contribute to others. This in itself is an empowering experience. Only then can there be meaningful intellectual discussion about how people's lives are mediated and controlled by social definitions and institutions that serve the needs of the ruling class. When these explanations are attached to personal experiences and feelings, subsequent insights become a catalyst for changes in people's attitudes, self-esteem, and courage to engage in change projects.

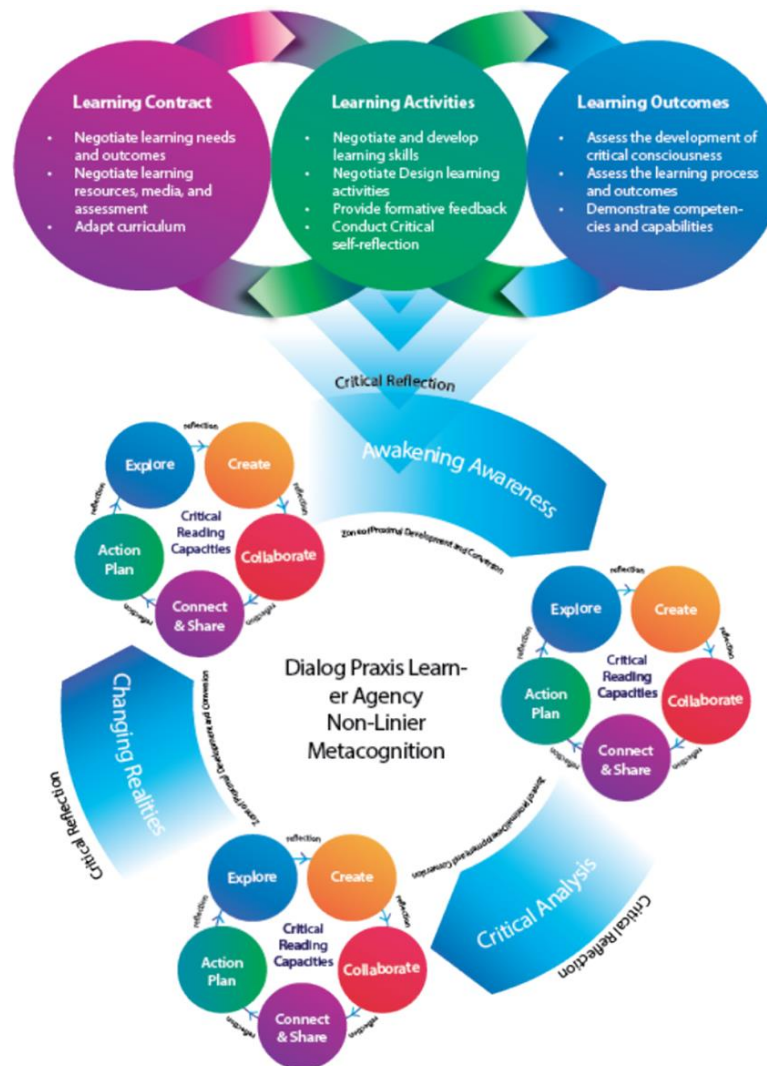




Figure 4. Critical-Heutagogy Model to Supports the Development of Students’ Critical Conscientization

As the most practical steps in this model, cycle of explore, create, collaborate, connect and share, and action along with the reflection would be detailed.

Table 1. The Steps of Critical Heutagogy to Develop Students Critical Conscientization

Steps	Description
<b>Exploration</b>	The students will get freedom and opportunity to explore various materials along their journey. They will ask questions, build and test hypotheses, and confirm or break their predictions during the process of exploration. Utilization of the internet will significantly assist exploration to run optimally. Google can be initial alternative in introducing this element of exploration and the students can explore specific applications or social media related to their desire. It requires additional guidance initially specially to navigate and evaluate the resources.
<b>Creation</b>	It can be done in various forms of activities such as writing captions, memes, comics, graphic info, drawing, or even video recording. Students also can choose other alternatives activity like mind-mapping and concepting. Various applications or web-based tools can be used like <a href="#">Popplet</a> , <a href="#">Bubble</a> , <a href="#">PBWorks</a> , <a href="#">Weebly</a> , etc.
<b>Collaboration</b>	This opportunity provides space for students to work together with common goals, solve problems together with various perspectives, share ideas, information, experiences, and arguments, and continue practicing and experimenting with trial and error. Various web 2.0 tools are available to bring collaboration online, such as google docs, zoom meeting, and <a href="#">wiggio</a> .
<b>Connect &amp; sharing</b>	Networking and connection are essential aspects of providing new avenues of learning. Along with the development of social media today, the opportunity to connect with people worldwide is very open. Through virtual connections via the internet, real-time input from experts is no longer a rare opportunity, and it can be obtained by every learner (Brandt, 2013). Whenever possible, students should be encouraged to always connect and share with others in their subject area using a variety of available media, such as Twitter, LinkedIn, Academia.edu, Facebook, Google+, and YouTube. As students connect with their networks, sharing can also begin.
<b>Action Plan</b>	Students and teachers can do co-creation of action planning related to the issue being discussed. The plan can be a very simple one like drawing pictures, putting voicing captions, writing letters, making videos or more complex activities like designing charity events, organizing conferences and other social activities. Those action plans should be designed based on the feedback that have been given in the previous posting. Then, students make connections on social media platforms and share the results of their revision to convey their perspectives publicly
<b>Reflection</b>	Reflection is needed to help students develop themselves, both in personal, social, and academic maturity. Analysis and synthesis are part of the higher levels of cognitive activities honed through reflective practice. Repetition of this reflective practice will bring short-term into long-term memory, which will then affect their values and belief system. Reflective learning journals become an alternative that can facilitate students in their reflection activities, both online and offline ( <a href="#">Blaschke</a> and <a href="#">Brindley</a> , 2015). It can be in the form of oral reflection through dialog, collaborative reflective journal, or photovoice.

3.2 The Role of Personalized Digital Action Plans in Developing Students’ Critical Conscientization

Although it is not easy to proceed to this step, students and teachers can do co-creation of action planning related to the issue being discussed. The plan can be a very simple one like drawing pictures, putting voicing captions, writing letters, making videos or more complex activities like designing charity events, organizing conferences and other social activities. Those action plans should be designed based on the feedback that have been given in the previous posting. Then, students make connections on social media platforms and share the results of their revision to convey their perspectives publicly (the link of their posts can be shared through WA group and e-learning). The following table shows the artefacts of students’ action planning as their commitment in changing reality.

Table 2. The Example of Artefacts of Students' Action Planning

Form of Product	Snapshot of The Product	Link
Comic strip	<p><b>THE IMPORTANT OF MILK</b></p> <p>MOM, I HAVE A QUESTION TO YOU</p> <p>IT BECAUSE YOU HAVE A HEALTH TOOTH</p> <p>WHY MY FRIEND'S TOOTH IS BLACK AND MY TOOTH ARE WHITER?</p> <p>IT IS BECAUSE YOU DRINK MILK SINCE BORN AND I NEVER FORGET TO TELL YOU TO DRINK MILK EVERY NIGHT</p> <p>WHY?</p> <p>MILK IS AN EXCELLENT SOURCE OF CALCIUM, WHICH CAN HELP BUILD AND MAINTAIN STRONG BONES AND TEETH</p> <p>HOW?</p> <p>I STILL NOT UNDERSTAND MOM</p> <p>OF COURSE HONEY, DAIRY PRODUCTS SUCH AS MILK, CHEESE AND YOGURT ARE NATURALLY NUTRIENT RICH FOODS</p> <p>MOM, CAN YOU EXPLAIN MORE?</p> <p>NOT ONLY THAT, MILK IS ALSO A RICH SOURCE OF CHOLINE: AN IMPORTANT NUTRIENT FOOD TO SUPPORT SLEEP, MUSCLE MOVEMENT, LEARNING AND MEMORY.</p> <p>IS THAT THE REASON YOU TELL ME TO DRINK MILK EVERYDAY?</p> <p>SO DON'T FORGET TO DRINK MILK BEFORE SLEEP HONEY</p> <p>AL-RIGHT MOM</p>	
Podcast	<p>Lebah Betina</p> <p>By My name is Isbante</p> <p>How a nice life</p> <p>Listen on Spotify Message</p> <p>How Internet Changed Our Daily Lives</p> <p>Lebah Betina • May 23, 2023</p>	<p><a href="https://anchor.fm/myn-ame-isbantet/episodes/How-Internet-Changed-Our-Daily-Lives-e-lie1pb">https://anchor.fm/myn-ame-isbantet/episodes/How-Internet-Changed-Our-Daily-Lives-e-lie1pb</a></p>
YouTube	<p>Social media increased the connection between people and created an environment in which you can share your opinions, pictures and lot of stuffs.</p> <p>How the Internet and Social Media Affect Our Culture</p> <p>Meggi's Channel 178 subscribers</p>	<p><a href="https://www.youtube.com/watch?v=zb91Y5ZHJqg">https://www.youtube.com/watch?v=zb91Y5ZHJqg</a></p>



Instagram  
Reels



<https://www.instagram.com/reel/CesaS46ADXE/?igshid=YmMyMTA2M2Y=>

Infographic



The data yielded key findings that the personalized digital action plans as the final stage during the practice of critical heutagogy models proves that critical reading is not merely a cognitive process but also a social interaction process. The social interaction process in meaning formation could be conducted in three primary phases: (1) the process of awakening, (2) the engagement in critical analysis, and (3) the commitment in changing reality. These findings demonstrate the impact of critical heutagogy model on the development of students' critical conscientization and learning empowerment.

### 3.2.1 The Processes of Awakening

Critical conscientization refers to the awakening of oppressed individuals to the repressive forces in their lives. In the context of this study, however, it shapes our understanding of how to nurture students' awakening and their capacity to become their own learning agents. Because foster students have historically lacked authority to make decisions in traditional educational settings, they are thought to be powerless. Powerlessness is synonymous with disempowerment; disempowerment is synonymous with a lack of control over their learning.

Participating in participatory learning procedures acknowledges that kids in care are capable of becoming the actors, rather than merely passive recipients of teaching. Thus, critical consciousness is an essential developmental trajectory that is best examined in the setting of the classroom, where instructors and peers assist foster critical consciousness and the capacity to effect social change.

At the initial meeting in the critical reading class, students were quite surprised because they had to negotiate learning, starting from topics, types of texts, discussion activities, to forms and types of assessments. After negotiating and getting an understanding that this class is a more democratic class, where students are the main agents in learning, they begin to show courage in expressing their opinions. This shows that students experience colonization in their classrooms for years. Their lack of freedom to speak up and convey their wishes in learning is a product of education with a 'banking' concept. This is what is then broken by critical pedagogical theory which empowers students as the main determinant of their learning.

With years of experience of being colonized in their class, lecturers and researchers need strong efforts and triggers to enhance them to voice their ideas and perspectives. In addition, the experience of negotiating social topics and issues that are closely related to students' lives makes them aware that there are many critical phenomena that are actually happening around them and that have an impact on how empowered they are in society. Sharon & Paul stated.

L4Paul--Let the students process first. Lecturers must encourage and appreciate every effort and perspective expressed by students, so that students can express their opinions with greater confidence. Students will be more adaptable and sensitive to the local and global phenomena while learning other new topics in a good learning environment. Additionally, the model employed is rather challenging. To complete the stages of the learning process, students must step outside of their comfort zone. Although students are the main emphasis, lecturers are nevertheless crucial in guiding learning activities to ensure that learning objectives are successfully met. Lecturers employ checklists, observation, peer-assessment, and self-assessment to track student progress. The discussion's review is typically followed by peer and self - assessment. This is done to review what they have learned in each cycle that has been carried out. (L4Paul, FGD 20<sup>th</sup> January 2023)

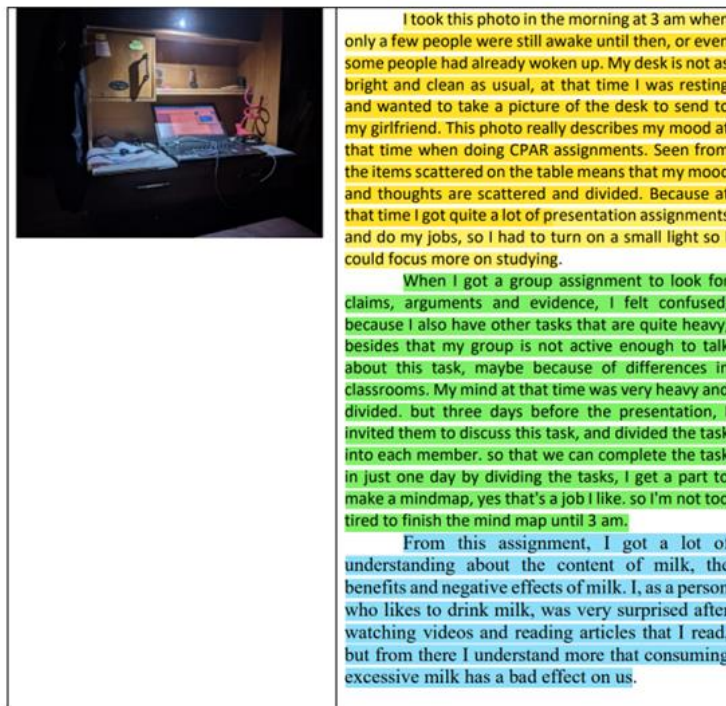
Furthermore, students described the experience of experiencing critical reading through this model leads them to a new vantage point and rejecting old worldviews. They said that it was an exciting and complex process. They identified a broad range of feelings as central to their process of awakening. Bagus discussed the many emotions involved in his process of awakening,

S5Bagus--My reading experience is limited to reading a text, understanding it and answering questions based on the text. Never before have I been invited to convey my opinion and voice. Between excited but the courage is still not optimal. Enthusiasm because I feel heard and feel I contribute to the discussion. As acknowledged in the discussion. But because my language is still lacking, I'm afraid to make mistakes. (S5Bagus, Students' Response Questionnaire, 12<sup>th</sup> December 2022)

Feelings of acceptance and courage are important factors in the process of students getting up to empower themselves in learning. "Courage" becomes the focus of Bagus in provoking the importance of going beyond mere cognitive abilities in understanding a text. Interestingly, for Bagus one emotion, "courage", seemed to offer resistance to the more limiting emotion of despair. Marlboro also articulates the alternating process between anger, despair, and hope in her awakening process, stating:

S32Marlboro--[I was] angry because I was angry with myself. I still procrastinate a lot so I still have a lot of work to do. I think I'm really excited, learning new things, the topics are fun, and there's a lot of discussion. There is also hope because when I listen to the lecturers, I feel that critical reading is very important and I have to take a role in social change by taking real action. After reading I have ideas for real actions but then it's also in vain when I can't reach a large audience. (S32Marlboro, Students' Response Questionnaire, 12<sup>th</sup> December 2022)

Marlboro acknowledged that conditions had improved for many social groups over the past few decades, but she also felt overwhelmed and frustrated by the quantity of reforms that are still required. In other words, he was able to reconcile his fury at injustices with the possibility of further progressive development. For him, the key to coping with ambivalence was the ability to oscillate between contradictory feelings such as hope and hopelessness. The contradiction between these emotions serves as an impetus for the growth of his critical consciousness. The emotions that both inhibit and promote the development of critical consciousness differ greatly. It is acknowledged that overcoming fear and cultivating optimism are essential components of the awakening process. However, few people reported only happy emotions throughout the training; more frequently, they experienced fluctuating emotions. As Danilo reflected,



(S14Danilo, Photovoice, 16<sup>th</sup> March 2022)

These reasons show that this instruction also contributed to students' sentiments of insecurity. As a result of revealing areas of ignorance, the process of learning is frequently unsettling. Yet, if the level of discomfort experienced exceeds the kids' ability to manage with it, it might become troublesome. Occasionally, the course did not give sufficient options for students to manage their overpowering emotions. Participants managed the taxing components of the course through interactions within and beyond the course.

### 3.2.2 The Engagement of Critical Analysis

After experiencing the awakening awareness phase, students begin to be more sensitive in understanding a text and to be more critical of its meaning in terms of its impact on their lives. It is at this time that students will start towards the critical analysis phase. It engages with power discourse and resources. It also challenges power inequalities to comprehend the attitudes, perspectives, beliefs, and behaviours that sustain these inequalities. Texts give learners a comprehensive picture that enables them to contextualize their experience within broader societal circumstances, preventing them from being isolated by their own experience. Students face the danger of developing scepticism as they learn to handle power disparities. If students are driven to progress too quickly, this may occur. Thus, in this model, the students were guided to experience the engagement in the cyclical process in order to develop their critical analysis phase. Before people view their particular experiences in a broader framework, they must first integrate them. Julia reflected,



I took this picture by myself on the way back to Singaraja. I am from Gianyar and sometimes I must go to Singaraja for my college. One time, I went back to Singaraja and found this beautiful panorama. (context)

I rarely see this view because not in every situation there will be a mountain fog, it feels fresh and soothes to inhale air in the mountain that is shrouded in fog, to remember the feeling of this situation I choose to perpetuate this moment by taking a picture. (reasons)

This assignment which I was working on was like the picture. Some people might know the positive side or the beautifulness of a thing but besides that, it also has a bad side for our life. Social media I think always brings a positive impact on our life it turns out can also give a bad impact. As well the other, not all things only have a positive impact, even though that's what it looks like, behind it, there must be negative things that are covered. Just like this picture Behind the beautiful scenery of the mountain shrouded in fog, drivers must be more careful to avoid accidents due to fog-covered and slippery roads, the temperature also becomes cooler which can divert focus in driving, the conclusion is that all things have a positive and negative impact even though it is not obvious. (emotions)

(S15Julia, Photovoice, 4 May 2022)

During the process of implementation, the students were required to approach the text and author with questions. They realized that there is no actual neutral text. Therefore, students asked more profound questions such as: who the author is, what the purpose is, who the intended audience is, what the context is, what cultural practice is being promoted, and what the ideology is behind it. This allows students to investigate the author's ideology and political motivations. Dialogic contact between the students and the text can surely take place when they have been able to engage critically with the text. They carefully read it, analysing the meaning of each phrase and image, providing interpretive judgment, and evaluating it. Sharon, Elsa, and Julie stated,

L2Elsa--The first rule is to respect the fact that every student has the capacity and equal opportunity to study and develop their potential. The second rule is to allow students to move forward in accordance with the model's cycle stages. Let the questions or simple cues help students to awake their awareness. During the process of reading and meaning-making, the students could questions the texts and talk to their peers dialogically. This builds their confidence and sensitiveness in the social issue. Finally, during the review process, ask each student to reflect on their own learning experiences and results as well as those of their fellow classmates. In this way, students will be internally motivated to take part in the process of enhancing their critical reading skills and capacities. (L2Elsa, FGD 20<sup>th</sup> January 2023)

Besides, almost all students noted that their confidence in speaking abilities became fully realized as a result of fostering their involvement in classroom interaction. They realized the interaction through dialog, group work discussion, debate, and collaborative oral presentation became the core of voicing their perspective. Since they thought that they were not capable enough, they often hesitate to express their arguments. Even when other friends convey their perspective, it could be what I think about the issue. The doubt arose because of their lack of English skills and their lack of experience in being actively involved in class discussions. As what Dave mentioned,

S22Dave—I actually have the same idea as previously expressed, but I'm not confident enough to express it. I'm not yet fluent in speaking, so I'm afraid of getting stuck later. Even if asked if I have an opinion regarding this issue, my opinion seems to be quite good. Can we mix the languages, mister? (S22Dave, Classroom Observation, 12<sup>th</sup> November 2022)

Fortunately, since the students were given the opportunity to negotiate their learning, code-mixing was allowed and this is the evidence that this model facilitates the sharing power of students-lecturers. Bertha admitted that,

L5Bertha--Students are directed to explore the topics in English, which is the target language. Even if there are still

grammatical or word choice issues, the lecturer does not point the finger at the students immediately and instead gives them the chance to finish their responses. This is crucial to boosting students' self-esteem and inspiring them to keep practicing speaking English. Students are instructed to use the target language at all other stages of the cycle as well. They become habituated to and trained to utilize English. But there are also flexible used of code-mixing for those who are stuck with expressing the idea in target language. This is really democratic and humanist. (L5Bertha, FGD 20<sup>th</sup> January 2023)

It can be found that this critical heutagogy model allows students to become active participants in their learning, preventing them from falling deeper into oppression in the classroom. The teacher is no longer solely responsible for setting the path of learning, allowing for authority to be shared in the classroom. By sharing authority and assuming teaching responsibilities, students assume greater responsibility for their education, which can result in a deeper connection between them and the learning process. The more students learn, the more they desire to learn and the harder they work to learn. Moreover, those who believe they are capable are more willing to take chances. When negotiation, problem-posing, critical discussion, and praxis occur continuously in order to empower both lecturer and students, learning is successful. In this sense, critical reading is the process of enhancing social justice by fostering the active and committed participation of all parties (Crookes, 2013; Freire, 1998; McArthur, 2010).

### 3.2.3 The Commitment in Changing Reality

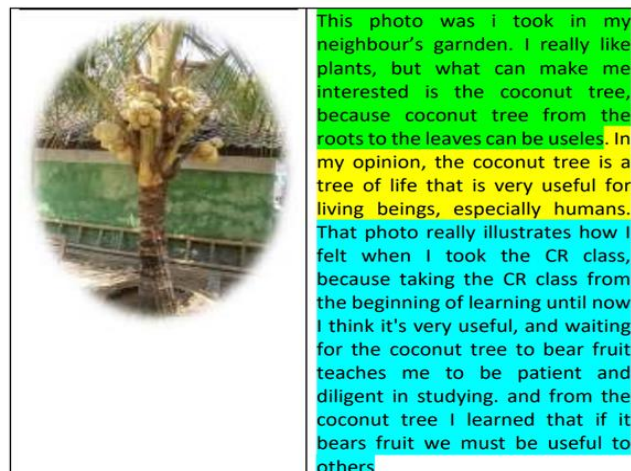
Critical action refers to one's inclination to actually engage in change-oriented endeavours. In this study, it is believed that critical reading is not limited to thinking critically about the text alone, but must also include the ability to effect change. It is the hardest stage for many lecturers and students. However, if we want to take a Freirean model of education, we cannot skip this step. Students would be able to properly criticize their behaviours if they are conscious of the importance of reviewing each process. As a result, lecturers must work closely with students to make people more aware of the processes in which they are participating. Understanding the repetitive nature of the process also guarantees that students grow to be self-sufficient and that their ability to criticize is not reliant on others. As John and Paul noted:

L3John--This model could provide both subconsciously and consciously learning activities possible. Students learn not only when they discuss, express their opinions and thoughts, but also when they contemplate, reflect on, classify, and comprehend the information that they listen and read. The process of critical reading does not stop there. Students get lots of trigger questions that make them more sensitive to social situations. What's more, they are invited to plan an action plan that can balance the opinions that have been read before. Thus, they take real action in the form of small campaigns, seminars, invitations and appeals on their social media. (L3John, FGD 20<sup>th</sup> January 2023)

As further illustration, students often linked their desire to commit with a desire to give back to other people in the society. Although it is not easy to proceed to this step, students and lecturer did co-creation of action planning related to the issue being discussed. The plan can be a very simple one like drawing pictures, putting voicing captions, writing letters, making videos or more complex activities like designing charity events, organizing conferences and other social activities. Ara wrote,

S10Ara--I was quite worried when we were asked to make a project related to a campaign or real action that we could do after reading and analysing the arguments in the text about 'same-sex marriage'. the issue alone is very sensitive, but also very interesting. So, I try harder, because I've always seen myself wanting to be part of a bigger solution. (S10Ara, Students' Response Questionnaire, 12<sup>th</sup> December 2022)

Inspired by this view of text and language, critical reading generally deals with such issues as how a reader interprets texts in the light of broader social-political contexts and the effects of different interpretations on human beings' lives (Pennycook, 2001). While in banking approaches to education (Freire, 1972), learners are considered passive recipients of deposits of pre-selected knowledge; in critical reading, they are encouraged to deal with what they read in a questioning manner. As reflected also by Kiara & Angel in her photovoice,







This pic I took yesterday morning when I went jogging alone at 7 am. At that time the sun rises beautifully and perfect. I was feeling unwell yesterday and went jogging in the morning to heal my self. I confused where I should go to heal because I can't sleep so I chose jogging in GOR Buwana Patra. The weather when I arrived there was so fresh and also made me feel comfort. The great sunny sun rises makes my mind getting fresh and I felt better. At the first I thought that I could be the only one people there but no, there were many people have same activities like me. When I was running in that area, I remember that I have many assignments that I need to do also I need the topic to make it clear. I was confused which topic I could use, during thinking of that, I remembered that I have to take a photo and I have emotion while taking it. So I think it should be great object to share in my assignments. There is a lesson that I can take from the assignments that we can be sunshine for our society by doing a small action. After reading an issue, we can think critically on what we can do for changing the reality. Like after reading "Drinking Milk" I can realize that it is not always good to drink milk as what have been campaign, so I make a video to open my followers minds that drinking milk is kind of useless and make calorie surplus for adults.

(S7Angel, Photovoice, 4<sup>th</sup> May 2022)

To this end, they are motivated to ask critical questions about texts and when they come up with a point of view that this text could bring impacts to their lives and the society, they are triggered to do something. During this process, individuals become self-aware of their position in these realities and their capacity to effect positive change while balancing the interests of various socioeconomic groups and backgrounds (Darder, Baltodano, & Torres, 2003; Freire, 1998).

#### 4. Discussion

Democratic education, in contrast to banking education, rejects the process of transferring information and favours an education philosophy that places dialogs at the centre. A strategy for raising problems, in contrast to banking education, opposes the process of knowledge transmission in favour of an educational viewpoint that stresses the practice of dialogs. Moreover, dialogue promotes open communication and conversation between lecturers and students. According to Shor and Freire (1987), dialog is not simply a tool for improving cognitive learning or developing self-esteem, but also a means of empowering young people to address societal injustices as they strive for liberation and social reform in the classroom. In this way, relationship opportunities are created as "dialoguers" jointly seek the truth while simultaneously cultivating consciousness-raising and progressive principles. Hence, the critical heutagogy paradigm that depicts lecturers as moderator, co-collaborator, and problem-poser is dialogical rather than anti-dialectic. According to Freire, an anti-dialogical person strives to impose her or his own objectives and dominate the other. This is not observed in the practice of the critical heutagogy model since students are given the freedom to negotiate their learning requirements and desires. Also, there is no censoring of viewpoints and vice students during the discussion, which provides for a very fluid and fruitful dialogue. Therefore, Freire (1990) argues that meaningful conversation cannot be imposed or dumped on individuals. It is by definition a shared endeavour characterized by tolerance and respect. Hence, students are provided with opportunity to question and reject the lecturers' perspective. This delicate equilibrium between students and lecturers is essential for developing democratic practices and criticality.

As previously stated, the significance of dialogue stems from the idea that knowledge is socially produced rather than the result of actual thought; it cannot be divorced from the social environment in which learners interact. Conversely, gathering information through dialogue alone is insufficient. They must act collectively on their environment and, upon critical reflection, alter their reality through more action and critical reflection; this is known as "praxis." In addition, there is a reciprocal, cyclical, or transitive relationship between reflection and action, such that more reflection leads to more action and vice versa (Diemer et al., 2014; Campbell and MacPhail, 2002; Freire, 1973; Watts et al., 2011). Critical reflection is often regarded as a prerequisite for critical action; individuals do not mindlessly act to alter oppressive social situations without the awareness that these conditions are unfair (Watts et al., 2011). Freire (2000) also stated that "reflection, genuine



reflection, leads to action." In this view, the term "activity" becomes "activism" when it is overemphasized. He argues that truthful words that change the world are accompanied by action. Genuine action planning is always the result of mastering critical reading using this paradigm. Throughout the process, students are encouraged to recognize the influence of unequal arguments or support on one-sided losses. So, students would assess the text's arguments and evidence before formulating their own opinions. Then, students would then explain their intentions with clarity. Reading is not only a cognitive process and the interaction between the author, the text, and the reader, as demonstrated by this. But greater emphasis should be placed on their understanding of what they must do to alter the unjust social reality that exists. According to Freire's (2000) theory, as oppressed people analyse their social situations, they would feel empowered and compelled to act to alter them.

The critical heutagogy model do stresses the co-construction and co-creation of knowledge by students and instructors in order to encourage the development of awareness of oppressive structures and forces that occur in life. Of becoming fully human social and cultural actors, which necessitates emancipation from oppression, necessitates an examination of the practice of learning from an ideological perspective and political lens, where it is viewed as something that is never neutral. Each piece of knowledge contains an ideology that must be evaluated with scepticism since it has the potential to colonize the learners and present destructive information or knowledge. Although it is possible for students and lecturers to share their socioeconomic circumstances and examine them collectively as indicators of powerlessness or power, the omission of attention to the nature and origin of the participants' feelings and needs frequently results in a form of resistance among the participants. In a discourse centred on empowerment, the failure to acknowledge frequently contradicting or "undesirable" emotions successfully disconnects participants from their emotional foundations. Without participants acknowledging the emotional ties they have with the topic; it is impossible to achieve a profound connection. The sharing of the emotions elicited by critical discourse and the acceptance of the contradiction, anger, fear, and sadness elicited by this process should culminate in a dialectical process that adds several dimensions to the experience and the knowledge it generates.

## 5. Conclusion

This model was developed based on the target needs and learning needs of the critical reading students. The determination of learning objectives that are generally written in this step based on the negotiated goals to each learner who has specific needs. From this new model, critical reading is more about empowering students in their school and social life through having critical reading competencies and capabilities. By conducting various activities that can be chosen and negotiated by students and lecturers, the lesson is not under the lecturers' control. The power-sharing in the classroom can be built since they are aware that students have their right to determine their own learning. Along with the technology advancement, online collaboration is also opened in this design. In addition, the personalized digital action plans as the final stage during the practice of critical heutagogy models proves that critical reading is not merely a cognitive process but also a social interaction process. The social interaction process in meaning formation could be conducted in three primary phases: (1) the process of awakening, (2) the engagement in critical analysis, and (3) the commitment in changing reality.

The study demonstrates how critical pedagogy and self-determined learning theory contributes pedagogically to critical reading model development. First, the model proves that classroom is no longer dominated by lecturers since the students have been involved in negotiating their learning as the primary agents in their own learning (Blaschke, 2012; Blaschke, 2018; Blaschke & Hase, 2016; Canning, 2010; Cochrane, et al., 2012; Hase & Kenyon, 2000, 2003; Narayan & Herrington, 2014), so they are the most authorized one to determine what they want to learn, how to learn it, and what kind of assessment they expect. Besides, related to lifelong learning goals, critical reading instruction also aims to produce capable readers who can face the uncertain and complex environment in this disruptive world. Thus, the practice of critical heutagogy model evidences that critical reading is not merely a cognitive process but also a social interaction process that could be conducted in three primary phases: (1) the process of awakening, (2) the engagement in critical analysis, and (3) the commitment in changing reality.

The development of the product in this study is intended to contribute practically to English student teachers and educators. For student teachers, the learning model developed could advance their critical consciousness to face the demands of 21st-century skills. Through the practice of exploration, creation, collaboration, connection, sharing, action planning, and reflection in this learning, the self-determined abilities of students were developed. Besides, this model also gave students chance to empower their learning and pertain the social justice, equality, and consistency of their life and society. This critical heutagogy model also gave educators a clear pathway of the real learner-centered approach, higher-order thinking skills in reading, and self-determined learning practice. Concerning the application of the model, it aims to build a model for teaching critical reading with a more critical and autonomous paradigm. Product validation also restricts product development.

Finally, digital action planning became a new and stimulating for students as they were expected to have real action as the reaction of their reading. Students evaluated the arguments and evidence in the text to then arrived at their personal viewpoints. Then, students clearly stated the actions they take. This certainly has proven that reading is not just a cognitive process and the interaction of the writer, the text, and the reader. But more on the awareness of what they should do to change the injustice of social reality that occurs in society. According to Freire's (2000) theory, as oppressed people analyse their social situations, they will feel empowered and compelled to act to alter them. Eventually, a course of action will correspond to every knowledge.

Even though the present study offers findings in relation to critical heutagogy model development which could improve students critical reading competencies and capabilities, it is not without limitations. To begin with, the developed critical heutagogy model has just been

tested in three critical reading classes at 2 universities in Bali. In order to produce more valid findings, it is necessary to try it out in other critical reading classes both within Undiksha and at other tertiary institutions outside Bali. The selection of subjects in trials was based solely on convenience factor, namely the willingness to cooperate between lecturers and researchers and limited to classes which are the responsibility of the lecturers concerned. access for other classes taught by other lecturers is still undeveloped.

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#### Authors contributions

Order	Author Name	Author Contribution
1	Ni Wayan Surya Mahayanti	Conceptualized the main theoretical framework, developed the critical-heutagogy model, and led the overall writing and revision of the manuscript. Coordinated the research activities, analyzed the data related to critical reading outcomes, and synthesized the findings in relation to critical conscientization.
2	Pratomo Widodo	Contributed to the development of the digital action and integration of the critical-heutagogy model. Assisted in the design of the study and data collection methods, particularly focusing on digital tool efficacy and the student engagement. Participated actively in the drafting and critical review of the manuscript content.
3	Nur Hidayanto Pancoro Setyo Putro	Played a key role in the technological implementation and customization of the digital action plans. Ensured the technical viability of digital tools within educational settings, and contributed to the analysis of data regarding the usability and effectiveness of these tools in enhancing critical reading skills.
4	Ignatius Javier Couturier Tuerah	Provided expertise in the reading dimension, assisting in the integration of these aspects with the heutagogy components. Contributed to the literature review and theoretical discussions in the manuscript, and helped refine the overall argument for enhancing critical awareness through personalized learning.

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