

Expanding The Tradition in Language Teaching and Learning: The Critical Turn

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In instrumentally rational language teaching, the teachers are prepared, from the very beginning to accept without active response and to bring empirical knowledge formulated by professional curriculum developers and educational researchers into operation. They are merely pure technicians by means of their contributions toward curriculum development are strictly controlled and limited. Language teaching is adjusted to the administration of the learners from every aspect of their academic lives. It drives the practice in literacy teaching to situate learner's cognition on certain exceptional state to obtain an accurate and deep understanding to the structure of language he/ she processes and produces. The cultural understanding, logical reasoning, critical and transformational thinking, and moral consequence of goals such as regulation and usefulness are all out of consideration.

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Introduction

Language teachers need to expand their view in order to look deeper to their current positions and roles. The critical reflection of teachers about their pedagogical aims involves a great amount of consideration concerning issues such as worldview, intellectual capacity, and personal preference, and it leads teachers to transform from merely classroom consumers into dynamic teachers, contemplative researchers, or creative technicians inside the classroom to claim their autonomy of which it would serve them to theorize practice and practice what have been theorized. Changing teachers' beliefs leads to empowerment for teachers as well as empowerment for learners. Teachers may offer, in classroom practice, the various approaches different groups of learners might prefer for specific items to be discussed or not discussed. This would likely serve as a kind of provocative lesson for learners to make meaning about their existence face-to-face with the world, to make sense of their relation to schooling activities, and to determine their self-constructive social and educational objectives.

The practice of language teaching and learning inside the classroom is, in fact, under the circumstance of philosophical assumption or ideological framework. Teaching program and curriculum set are absolutely written on the basis of particular assumptions about the nature and value of knowledge. These assumptions mainly determine actual decisions in listing important items to be taught and learned along with the way those items are delivered. Approaches in language teaching have always been developed, in one hand, under consideration of linguistic and psychological theories of learning and educational objectives along with the expected demands of classroom teaching and learning in another hand. Studies in language acquisition and learning are

generally drawn on three major theories; socialization theory, learning theory, and nativist theory. Socialization theory comes from the claim that learners acquire language through social interaction. Learners are treated as novices who depend on elders' guide. Socializing theory puts trust in tutoring, scaffolding, and corrective feedback as the core of language acquisition. Second theory, learning theory, holds view that language acquisition is mechanistic, adaptive, and planned. The last, mental theory, believes that language acquisition is facilitated by language organ and depended not on environmental stimuli. This language organ automates grammars and identifies errors accordingly.

Traditions in Language Teaching and Learning.

Structuralism-behaviorism theorists stated that learning any kind of language can be modified into habit formation as a result of successfully reinforced behavior by the environment. Students can naturally imitate the language behavior of their teachers and other members of their community. Skinner in around 1950's then developed a theory of language learning that was strongly influenced by Pavlov's research on animal behavior. He believes that habit formation can be constructed through repetition, mimicry, and memorization. So, second or foreign language is learnt in the same way as the first language. It sees language as a finite list of ordered elements to which one can attach labels. It, then, undertakes a systematic analysis of structure. The teacher pays attention more to structural description as the distribution and combination of elements into a chain of speech. It is based on the process of substitution, the replacement of one unit by another unit of the same grammatical class. It involves stripping a subject into its base components. The teacher will slowly feed the parts of a subject to the learners, one part after another. The teacher will show the learners the information and relate it to previous lessons, giving the learners a well-rounded view of the subject. This approach puts a lot of faith in the memory of the learners by relating the new packet of information with the old one.

The structuralism-behaviorism approach of language teaching and learning believes that every language has its own uniqueness. Language learning, then, is all about the mastery of every aspect of the target language without any help from the native language. Language is considered as a set of habits that can be attached to an organism through a tight sequence of triadic process of stimulus-response-reinforcement. Language learning means experiencing the target language so there is no need to use the native language while the learning takes place. This approach tends to accelerate the acquisition process through full experience in the target language. Teacher, then, is required to be a perfect model and a good director. The role of the teacher is central, he/ she claims the authority over the classroom. Teacher may combine elements in commands to help learners to build flexibility in understanding unfamiliar spoken instructions. The media demonstration instead of direct translation in native language is preferred to associate meanings of the target language. Structural patterns are presented in contextualized dialogues. The primary goal of this approach is positive response. Language begins with speech so the methods in this approach make oral practice of the target language as the main priority. This oral practice tends to develop learners' self-confidence in learning the target language by overcoming psychological barriers. Extra-linguistic factors such as music and movement are

valuable to reinforce the linguistic materials. However, it costs overlearning by means the learners may not stop thinking or forming new habits as if they are natives in the target language. Assessment focuses on the learners' performance and not on knowledge demonstration. There are at least five methods associated with the structuralism-behaviorism approach in language teaching and learning. They are Direct Method, Oral-Situational, Audio-Lingual, Total Physical Response, and Suggestopedia.

In the late 1950's, behaviorist psychology that emphasized the influence of external stimuli on the learner was replaced by cognitive psychology that stresses the importance of the activity of the learners. It is how the learner acts on the environment, not how the environment acts on the learner that really matters. This new principle came from two fields: the psychological and the linguistic frameworks. One of the most representative figures of this model is Chomsky, who, in response to Skinner's postulates. Chomsky believes that learners learn a language, not because they are subjected to a similar conditioning process, but because they possess an inborn capacity which permits them to acquire a language as a normal maturational process. In review of Skinner, Chomsky argued that the ability to produce an unlimited number of sentences with the knowledge of grammatical rules is a cognitive process. This cognitive process is played by embedded device of human brain called Language Acquisition Device (LAD). Learners use their LAD to make sense of utterances heard around them. It is derived from their primary linguistic data hypotheses about the grammar of the language of what the sentences are and how they are constructed. This knowledge is then used to produce sentences of which after a process of trial and error, correspond to those in teacher's speech. As the learners gain more experiences, they will learn a set of generalizations of rules which is governing the way in which sentences are formed.

Language learning orientation is cognitive codes. It must facilitate the learners to think critically. It should also help the learners to self-express their thoughts and feelings. In doing so, they need to develop their own inner criteria independently. The teacher should respect the autonomy learning by the learners in their effort to explore and analyze responsibly. Teacher may guide or give a clue but not to model the language. The mental or psychological condition of the learners is the main aspect of the learning process of which the teacher must constantly observe. Learning situation is a vehicle for meaning perception. Language learning begins with identification of sounds so listening skill may help other skills to develop. The melody acquisition in the first place is regarded important. Meaning is made by focusing perceptions not by translation. The role of the native language, then, is vital in this approach. The feedback session is essential to bridge the native language to the target language. Learning assessment happens all the time. The teacher is required to be responsive to immediate learning needs. Praise as well as critique may threaten the development of learners' inner criteria. Both of them are potentials to bring down the learners' psychological condition. Learning is not an act of supplying correct language. Learners may compare their own production with peers to allow

peer mediated learning occurs. There are at least two methods associated with the mentalism approach in language teaching and learning. They are Lexical Method and The Silent Way.

In his attempt, Chomsky's explanation has never been satisfying the functionalists, who viewed language learning as the product of the diverse sub-competences comprised within the general concept of communicative competence. The primary goal of this approach is to develop communicative competence, to move beyond grammatical and discourse elements in communication and probe the nature of social, cultural, and pragmatic features of language. The paramount consideration of this tradition is meaning. It provides an analysis of the communicative meanings that a language learner needs to understand and express rather than describing the core of language through traditional concepts of grammar and vocabulary. It criticizes the view that linguistic theory was sterile by stating that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. This approach is helping learners to immediately integrate into the native-speaking community by emphasizing the importance of helping learners to understand others and to be understood. It is characterized by some of the same philosophy as that of the natural approach, that a fun, relaxed, energized classroom is a classroom that motivates learners to take risks to speak the target language.

The functionalism approach of language teaching and learning considers language is primarily speech. Language must be associated with authentic usage in real communication. The communication itself has the paramount purpose of making meaning. Learners are required to make associations between the target language and the meaning. Language learning should focus on semantic, pragmatic, and sociolinguistic aspects of language besides its grammatical structures. Language learning involves learning about culture. It is sometimes enhanced through the use of meaningful tasks. This approach believes that the learners may have a good motivation to learn whenever they perceive the relevance of their language use. The learners may adjust input to the design so they can carry out the tasks in meaningful interaction. Teacher must be active to trigger the communication between the learners but not to dominate the interaction. He/she must seek the way of knowing how to involve the learners in the communication process. A well-established situation may engage the learners to negotiate meanings and build trust among them. The teacher should supply the learners with various activities. These activities will create a demand on thinking so the learners may independently construct their own interaction. These kinds of activities have three features in common: information gap, choice, and feedback. These interactional activities are purposeful. The learners may evaluate their purposes based on the information they received. If the information contains appropriate feedback, the purposes have been achieved successfully.

The learners, then, work in the higher level, that is discourse level. They will notice the lack of cohesion and coherence in the sentence with scrambled order which did not appear connected in any meaningful way. The practice of language in the learning process is not predetermined. Use of project or task may bridge the gap between the language study and language use. However, the learners may need language support when they use the target

language as a medium to discuss subject matter with their peers. There are at least five methods associated with the functionalism approach in language teaching and learning. They are Communicative, Natural Hypothesis, Competency-Based, Content-Based, and Task-Based.

The constructionism tradition departs from audio-lingual habit theory and cognitive code learning and emphasizes the learner's affective domain. It stresses on the central role of social interaction in learning. Thus, language learning should be learner-centered. The content, materials, and learning activities should take into account the learners' emotional attitude toward the language, their culture, and classmates. Constructionism approach could be summarized by saying that it is not really possible to teach learners anything but only to help them in their acquisition process. This approach underlies its methods on psychology-neurology theorists such as Piaget and Vygotsky. Piaget argued that all human knowledge including language is the result of active process of cognitive construction which runs side by side with learners' language development. This argument was strongly supported by Vygotsky. Unless, Vygotsky paid more attention to the importance of social interaction in supporting cognitive and language development of the learners. It argues that meaning that is ready to be filled into an expression may possibly look for non-linguistic cues beside linguistic cues. Psychologically speaking, constructionism approach arises from the development of cognitive theories originated with the notions of declarative and procedural knowledge and the study of cognitive processes such as memory, attention, and recall. It also takes into account the advances of psycholinguistic research and bilingualism. Linguistically speaking, the view of language as communication from previous periods evolved towards the inclusion of disciplines such as Pragmatics and Discourse Analysis, which study the social aspects of language, and Computational Linguistics, which uses databases to examine real samples of language.

Constructionism approach in language teaching and learning puts respect to participants' thoughts and feelings. The condition of learning is then considered more important than teaching materials. This approach values peer support and collaborative works as necessary conditions. The teacher and learners in groups will consider the reality as the actual territory and not the map. So there is no such a thing as a failure. There is only renewed opportunity for collaborative success. This approach begins with focus on sharing and belonging between individuals through the mediation of interactive activities. Language is for communicative purposes. This focus marks the shift of treating the target language as shared identity. This focus also helps the learners to develop cognitive strategies by utilizing internal native capacity in listing equivalents and understanding discourse practice. The focus shift can be accomplished in a non-defensive manner by treating each participant as a whole person. The non-defensive learning is only possible by guaranteeing the security, aggression, attention, reflection, retention, and discrimination to the participants. Competitive atmosphere, which leads the learners to think and work individualistically, is regarded the main constraint. The teacher's main duty is counseling although it does not mean he/ she does no teaching at all. The learners are encouraged to modify the strategy, share innovations, and evaluate their own strategy. The effort of individual rewards the others who share the same goals.

There are at least five methods associated with the constructionism approach in language teaching and learning. They are Community Language Learning, Neurolinguistic Programming, Multiple Intelligences, and Cooperative Language Learning.

Expanding The Tradition: Positivistic Attempt

The positivistic paradigm, in fact, is one of the most influential paradigms that empiricism ascends. Positivism bears a strong belief that the study of humanity could be modeled on or reduced to the physical science. The emphasize of language learning which determines the structure of learners behavior leads positivistic paradigm to some believes that learning, independently, contains data processing and meaning depends on relation or context. The mental-physical distinction consists simply in the organization or arrangement of predicates. In the practice of language teaching, specifically, positivistic paradigm focuses on isolating learners' cognition and behavioral responses to affirm the significant use of language. It has a strong obsession with measurement such as construction of validity versus reliability. It obsessed also on particular list of language items or skills along with the certainty of the correct method of teaching and learning. It has the main characteristics of permanence and universality, technical mechanistic steps of learning, and focus on form as well as on meaning of a learned language. Furthermore, it is highly depended on instrumental rationality, memorization, and linear type accumulation of knowledge. Instrumental rationality focuses on isolating learners' cognition and behavioral responses to affirm the significant use of language. The memorization puts a set of utterance which supposed to have been spoken in verbal interaction along with expected consequences. The linear type of accumulation seeks the idea of permanence, correspondence between word and its referent, and verification and reliability.

The linear model of language teaching would try to make the learners follow the line of separate lists of language items or skills. At each step, a new item is to be taught and learned, and the acquisition of previous items is in general necessary for the understanding of the new ones. The teaching practice is the expression of this line of items that the learners are supposed to absorb until they possess the complete list required for answering correctly the exam questions. The teacher's role is to ensure this transfer of language from teaching practice to the learners, so that each item is learned in its turn. That is, to lead the learners in a well-established and secure manners, postmarked in advance by the educational authorities. At any moment, the language learning consists of several lines, each of which corresponds to a different discipline, and usually taught by a different teacher as in bilingual class where a teacher in particular discipline teaches using English as medium. In bilingual class, two teachers, English teacher and another teacher in particular discipline, are not supposed to teach the same thing at the same time.

The Critical Turn of Literacy Education

Literacy education, in its critical form, often referred to the work of Paulo Freire particularly in his *Pedagogy of the Oppressed* (1972). The concept of literacy education in this

article is based on Freire's works. Freire's methodological framework has been inspiring educators especially those who stand for human rights. Critical theory, feminism, and postmodernism, as well as all theoretical forces in contemporary literacy education, owe a direct indebtedness to Paulo Freire's works. Teachers in literacy education are understandably attracted to Freire's critical and transformational pedagogy with its compelling emphasis on teacher-learners mutual relation and social justice.

a. Starting Point to Critical Literacy Education: Naming The World

Language is the expression of the world which is limited by the knowledge that human beings already have. By the time the knowledge develops, it gives additional stock of language for human beings to express the things they just perceived. If the language gives clear boundaries of human knowledge of the world, it is then presuming that creativity in using language could give different and varying expressions of the world. These different and varying expressions can be maximized to understand and transform the world.

Since the language and its socio-historical context are not self-sufficient, the presence of the subject to construct his or her experience to linguistic expressions is a must. This construction is often termed as naming. The more expressions the human beings have means the more names they have acquired. The more names the human beings acquired means the more things they have perceived and produced to support their survival for living. However, it should be noted that language has an interpretative character, in so far as it is incumbent on the human beings to draw upon their knowledge of the world. This is helpful in constructing the language and providing cues on which the interpreters of the language will base their own interpretation, according to the assumptions and expectations they perceive.

By naming, human beings analyze their experiences and narratives so they can finally arrive at an understanding of their history. The naming process in the tradition of Saussurian structuralists often refers to the combination of signifiant and signifier. In one hand, signifiant is a cognitively developed form which it stands as a container. In another hand, signifier is the content which fills the signifiant or commonly known as meaning. The structuralists believe that the unification of signifiant and signifier is structurally coming to existence in human cognition. The building structure bounds each of its component in totality and the relation between components is auto-regulative and transformational. It is important to note that the signifiant is not physical but rather abstract or what Saussure termed as an acoustic image in mind. The unique relation of signifiant and signifier is also based on social convention. Attaching is a matter of giving identical characteristics to the names. The process of attaching is both historical and social. The historical process of attaching according to Saussure is divided into synchronic and diachronic. The only difference between the two concepts lies in the attention to the concept development that name holds in a particular frame of time whereas diachronic pays attention and synchronic pays not. The social process of attaching deals with how the conceptual rule of the name is developed and how that rule is presented in social practice.

b. Theoretical Construction of Critical Literacy Education: Some Principal Arguments

The theoretical construction of literacy education which is based on Freire's critiques on approaches and methods in language teaching has, at least, two fundamental considerations. They are conceptual framework and applicability criteria that underlie the language learning process. The conceptual framework deals with philosophical assumptions at the level of theory and principles regarding the nature of education, the nature of language, and language acquisition and learning. The applicability criteria concern the required components in the theory that could possibly allow the language learning process. These criteria may include the characteristic of learning, the built relation between the teacher and the learners, course design, classroom set, procedures and techniques, assessment and evaluation, and goals. Freire's critiques on approaches and methods in language teaching and learning are presented in short statements. These statements are followed by the principal arguments regarding the critique and the explanation of how these arguments are constructed.

1. *Learning, in any discipline and in any kind of progress, must consider humanistic values and contribute to the social changes as well as to the improvement of life conditions through real action.*

The core of Freirian pedagogy is humanity. Every learner, according to Freire, has a vision of humanistic values in his journey to virtue. These values are what the learners thought to serve them by embracing education in their lives. The goal is clear; to experience a better life. The naming process in dialogical praxis leads both the teacher and the learners to analyze dehumanizing reality such as those embedded in discourse practice. Humanity, as the basic concept of Freirian pedagogy, has the following characteristics of freedom, love, *consientization*, equality, and dialog.

Freire considers humanization as a vocation of each learner to become even more fully constructive actor by tearing himself/ herself from dependency to his/ her teacher. Freire believes the learners must learn to liberate and protect themselves against the dehumanization process that oppresses creativity and limits their freedom. Following this critique, Freire's conceptualization of what it means to be critical emerges out of the ontological position that there is an objective reality that is created and can thus be transformed by the learners themselves. If the learners are consciously aware about social reality, then transforming that reality is an historical task, a task for bearing their responsibility. Once objective reality is acknowledged, dehumanization can be recognized or unveiled, reflected upon, and acted against. This is reflected in Freire's definition of praxis: that is reflection and action upon the world in order to transform it.

2. *The critical approach of literacy education is grounded, not in contempt for learning, but in respect for the learners.*

Freire puts freedom as a ground base of the concrete realization of learner's humanity. It encourages learners to name their worlds and comprehend it for later change it. It focuses on working with groups and changing unequal power relations, while creating opportunities for improving conditions in their environment.

Teachers must allow the learners to plan their own learning. It could help to understand their unique experiences. Learners are not in the blank state waiting to be written on by experience. They are responsible actors for their lives and environment around them. Since this responsibility is an historical task, learners must understand the mechanism by which the language works to construct realities. They may begin with sharing experiences to each other through a humble communication. This sharing activity will naturally change their frame of mind and avoid minimal involvement of the learners in the learning process.

If human rights literacy education is to result in meaningful social transformation, it is essential to recognize that literacy education must, in itself, be an act of freedom. Freire insisted that literacy education change must be accompanied by significant changes in the social and political structure in which literacy education takes place between alienated-defenders of mainstream language teaching programs. What matters in this relation that it is not in their interest to question power relations maintained within the dominant culture. As long as human rights teachers are content to disseminate knowledge of human rights instruments without creating the space for transformative action within a society, then human rights literacy education will remain merely informative.

3. *Learning is a dialectical process and not an act of filling the learners' minds with pre-determined packaged contents. Learning moves forward in spiral way and does not follow a linear line.*

Freire criticized what he termed as banking literacy education in which learners learn by rote and were seen as empty vessels to be filled with predetermined linguistic concepts. Freire called for a liberating literacy education based on dialogue between teachers and learners by means of a language learning process that respected people as active and creative subjects. Rather than seeing the teaching of language as a technical transfer of skills, Freire argued that learners must see the need for writing one's life and reading one's reality. The objective of the language learning process is to liberate the participants from their external and internal oppression of which it may facilitate learners to become capable of changing their lives and the society they live in.

The pre-determined concepts that are brought into the language class by the teacher always seek to control the negotiation of symbolic terms which are presenting school and class experiences. This case emerges many times and the teacher often fails to realize that the teaching process is not in neutral stance after all. Vocabularies that should be

contrasted in the language learning process are those of which contribute to shape the current schooling experience of the learners. The vocabulary contrast between native and target language should lead the learners to think in possibilities to understand their roles in society as well as the problems they face.

Instead of focusing on the content of materials, the learners are asked to write down their stories on a piece of paper and have the stories to be presented in front of the class. The learners' personal narratives will reveal their true personality. It could be the best moment to assess their needs. It also tells the teacher how the learners really think and how they manage their thinking into linguistic expressions.

4. *Understanding how language is situated and embedded in discourse practice is prior to understanding how language is used to mediate message transmission and meaning construction.*

Freire proposed a strong objection to the use of language as an expression with its meaning and message load in too optimistic way. He concluded that this will only elevate language into a truth-telling status which remains free from its ethico-political situatedness or embeddedness. Language, before expression, is situated by the speaker according to the message he/ she intends to deliver. The listener, after receiving the expression, takes a critical stance by decoding the message with the knowledge and values he or she already possessed. If the feedback is given by maintaining the topic, the negotiation occurs. This negotiation will continue from both sides of subjective positions. It may result an agreement by means of contradicting terms are put aside through understanding each other.

5. *What blocks acquisition, in the first place, is not an affective filter but too many instructions situated in the learning process.*

The direct instruction marks the authoritative limitations on meaning-generating abilities of the learners. It tends to draw maps on the learners' mind and manipulate their behavior from the subject position of moral certainty. This kind of instruction forces the teacher and the learners to deny narrative identities by isolating experiences to which masquerade as commonly acceptable and normative. This relation masks the meaning that could be visibly generated in social activities and forces a hand on it to involve an interest in meaning negotiation. The teacher's instruction means a privilege to dominate learners' personal narratives. Consequently, it weakens learners' autonomy and independence as they explore in the area of which the teacher puts boundaries on it.

Language is crucial in the process of restoring critical consciousness from mystified discourse. Language teaching and imperative language instruction cultivate the process of alienating learners' construction of knowledge. It seeks to dominate learners' creativity over language use. It also weakens the progress toward autonomy and independency. Language acquisition may be better facilitated by the encounter of both teacher and

learners as knowing subjects in constructive dialogue. Knowledge and values are adjusted in the process of negotiation. Knowledge transmission is not as far as the things are finally defined but it is also looking deeper into the historical and contradictory perspectives of how those things gain definitions.

Classroom should be, in fact, a real context where democratic pedagogy can be implemented. It gives the learners the public space of which they can demonstrate their creativity. Classroom helps to strengthen learners' bond as they found the bond itself is a natural need. Their relation will give an adequate explanation of how the current institutions are established. The communicative value is derived through epistemological process of pedagogy of questioning and answering. The learners will decode the exchange information as texts of which the context of dialectical perspectives is attached to.

6. *What facilitates acquisition, in fact, is not an exposure to rich input but the will to express personal narratives as well as to engage in constructive dialogue.*

Freire concluded that self-expression mediated by preferred vocabulary of a particular subject to distinct himself/ herself from the others is a phenomena of narrative psychology. The building construction of subjectivity is transformed into spoken narratives of liberation and desire. This construction is crucial in stimulating critical awareness since the subject will find appropriate term to represent his/ her idea completely. The non-literate subjects in native, for instance, have their own properties of things and events according to their own construction. However, whenever their construction is exercised in dialogue with more powerful others, they are likely to be disposed into particular position in agreement with these more powerful others. Knowing these more powerful others may legitimate knowledge construction with their privilege labels, the non-literate subjects are rather exploited by their unconsciousness of being passive.

The concepts that the learners already have in mind regarding the focus of problem stimulate a need to discuss with other members within their communities. The broader the context the learners discuss, the greater opportunity the learners create to exercise their mental concepts. Exercising the mental concepts within dialogue will help the learners to notice the presence of a wide variety of personal narratives. It will help to strengthen the bond between the learners through understanding each other.

Through use of personal narrative and dialogue, learners become conscious of the world and their place in it. Throughout Freire's work runs the major theme of the central role of dialogue and the spoken word as a means of understanding learner's own reality. All his major decisions and formulation of new ideas are born from personal experiences and developed through speaking about them. Freire use personal experience of dialogue as a vital day-to-day problem solving technique matured while working on rural literacy campaigns and led him to the idea of education as a process of problem-posing that begins

with the vital concerns of the learners. Learners and teacher engage in dialogue, defined as a mutual process of learning whose goal is the change and transformation of both sides.

7. *The comprehensibility aspect of input is not adequate enough. It is a dialectical aspect in perspective view that makes input is available.*

Dialectical perspective is facilitated by the mental structure of language use. Inadequate resources of native vocabularies that a subject possessed will stimulate language creativity by discovering vocabularies from another source. This case is fundamentally explaining the necessity of bilingualism state. The vocabularies, as names of things in the world, must absolutely contain concepts of which some of these concepts are unavailable in a particular context, culture, or civilization.

Dialectical perspective also helps to re-conceptualize the authenticity of the topic that is being discussed. Things or events in the world, as they have already named, are not in the way they cannot be any other way. If the teacher yet still persists on this conception to his/ her learners, it will attempt to abort learners' resistance which is helping them to propose another concept from different perspective.

8. *The most preferred methodology in critical literacy education is dialogue. This is to differentiate the critical approach from those popular approaches in language teaching and learning which regard dialogue as inferior to the lecture format.*

The core of a critical literacy education wherein the learners can transform the world is dialogue. Freire's attention to dialogue has been of great significance to those educators who have traditionally worked with those who do not have a voice and who were oppressed. The lecture format of the banking approach to language teaching is severely criticized in Freirian philosophy. Instead, this philosophy supports dialogue and open communication among learners and teachers. Freire believes that depositing ideas in another mind is not dialogue, nor is it a hostile argument between people. Freire asserts that without dialogue, there is no communication, and without communication, there can be no liberatory literacy education.

Those who have been denied their primordial right to speak their word must first reclaim this right and prevent the continuation of this dehumanizing aggression. In the case of speaking the world, dialogue of which the learners name and transform it, imposes itself as the way by which the learners achieve significance as conscious actors. Dialogue is thus an existential necessity by which it is a way of exploring the roots of an inquiry into and understanding of the sorts of processes that fragment and interfere with real communication between individuals.

Dialogue may start by adapting vocabularies from daily lives of the learners to link it to their ideas and values. These vocabularies are then presented in the form of its

complexity to explain how these vocabularies work to cover up the consciousness of the learners. It does not stop there. The ideological assumptions beyond vocabularies reveal how the process of alienation, uniformity, and subordination work smoothly under discourse domination.

Dialogue tests out prejudices or prejudgments, searches out meaning, and leads learners to become more critical. Language discourse exists not for the sake of expression alone but also for the sake of the community which is possible among those who become parties to it. Learners become better able to name their feelings and thoughts, and place themselves in the world. Learners can develop a language of critique and possibility which allows them to act.

9. *What makes dialogue special in critical literacy education is its emphasis on the interchanging messages between two knowing subjects with a greater awareness of discursive practice.*

Dialogue is not simply the means that formal teacher use but is also what teachers should seek to cultivate in local life. Dialogue may be approached as relationships to enter rather than simply as methods. Tapping into learners' prior knowledge of their own discursive practices empowers them to gain insight into their own relationship to discourses in which they have particular strengths that they may choose to adapt for the demands of the academic praxis, which is seemingly demystified for them. This process therefore provides everyone, including the teachers, with new perspectives regarding the nature of human experience.

Dialogue is, thus, speech across between or through two people. It entails a particular kind of relationship and interaction. In this sense, it is not so much a specific communicative form of question and answer but at heart a kind of social relation that facilitates interchanging messages. It entails certain virtues and emotions. There is a social bond that entails an interest in and a commitment to the other. Dialogue does not require egalitarian relationships but it does entail some sort of reciprocity and symmetry. Otherwise, the response learners may make could be distorted by the concern that what they say may be used against teachers as the more powerful partners.

As soon as the learners think about what is required for a conversation; that is mutual trust, respect, a willingness to listen and risk others' opinions, they can see that they have a rational consensus. This is a situation of which each participant has an effective equality of chances to take part in dialogue where dialogue is unconstrained and not distorted. The idea of an ideal speech situation is to provide learners with some ways of identifying and exploring the distortions that exist. Freire suggests, that dialogue cannot occur between those who want to name the world, and those who do not want this naming; or between those who have been denied the right to speak, and those who deny the right.

10. Dialogue, in critical literacy education, works differently from discussion or conversation format as in popular methods of language teaching and learning.

Dialogue is different from discussion. A key difference between a dialogue and an ordinary discussion is that, within the latter participants usually hold relatively fixed positions and argue in favor of their views as they try to convince others to change. At best this may produce agreement or compromise, but it does not give rise to anything creative. The process of dialogue is a process of awakening. It entails a free flow of messages and meaning among all the participants.

Dialogue guarantees the interchanging messages between the learners among them and their teacher for the following aspects of trust, respect, appreciation, and affection. In trust, the learners have to take their partners are saying on faith. In respect, the learners hold the idea that everyone is equal in some basic way. They also entail a commitment to be fair-minded, opposing degradation, and rejecting exploitation. Appreciation entails valuing the unique qualities that others bring. The last, affection indicates that dialogue involves a feeling with and for partners. Learners engage in dialogue in the belief that it holds possibility. In dialogue, there is no certainty of what the learners will gain or learn but faith in the inherent value of education carries them forward.

11. The better way to develop cognitive and linguistic intelligence in critical stance is through the dialectical process between codification and decodification.

Codification is a representation of the learners' day-to-day situations which can be a photograph, a drawing, or even a word. The code or the representation generated dialogues and led to analysis of the concrete reality it represented. The codification process mediates between theory and reality. It is a process that can only be done by the knowing subjects who seek to unveil suitable treatments to particular objects. The surface structure of codification is purely taxonomic form regarding treatments to objects. The decodification process, instead, focuses on the relationship between categories that constitute codification process. Decodification means description and interpretation of codifications. It differs from the process of decoding which means word recognition. The codified situation is an isolated problematization. In this stage, decodification process moves into deep structure through understanding the dialectic between categories presented in the surface structure.

The learners may take photograph or sketch a representing phenomena constructed by them. This is the beginning of the act of knowing. It marks their first point of learning progress by realizing that captured scene is their isolated problematization. This representation exposes the dimension of reality where the learners are living in. The phenomena in this capture are real lives in real contexts of which the learners put it in mind to be exercised in theoretical context. This codification process is different from receiving information about the same representation from another source. However, it does not stop

in individual act. The captured phenomena need to be seen in different angles to avoid fragmented visions between individuals. The phenomena are then becoming existential in dialog. The dialectic process between codification of existential phenomena and decodification is then granted in a constant reconstruction of conscious subject.

Classroom codification and decodification of interchanging messages are done through two types of contexts; the theoretical context and practical context. The theoretical context, or being with the world as a process of gaining distance from the world, contains the concrete context or the being of conscious actors in the world through the codifications of their daily lives so that they can discern their own situation. The critical literacy education process as an act of knowing implies the existence of two interrelated contexts. One is the context of authentic dialogue between learners and educators as equally knowing subjects. This is what schooling experience should be; the theoretical context of dialogue. The second is the real concrete context of facts, the social reality in which human beings exist; the practical context. Being with the world or the theoretical context is hence mediated through the prior process of codification of the practical context.

In one hand, the practical context, as that which requires transcendence, needs to be mediated by learners' relation to the world as distancing and temporal beings as discerning subjects. On the other hand, the theoretical context, the purpose of which is to discern the limit situations of the participants, needs to be mediated by the practical context. The codifications and the cultural circles were designed to address simultaneously these two mediating conditions of being human. Meanwhile, decodification may involve cultural exploration in creating generative themes. The conventional model of discussion should be transformed into a cultural circle. This cultural circle is an arena where the learners are going to share their mental concepts as bricks for knowledge wall with cultural background as its cement.

12. The authenticity of the presented materials is granted by the codification process and not by the mere presence of referred physical objects.

The codification process grants authenticity. The tendency of more knowledgeable subjects to instill their values upon another's mind results only an imitated reflections. The instilled subjects are exploited to consume the knowledge construction of more knowledgeable subjects. It affected, of course, every aspect of life of instilled subjects. The more knowledgeable subjects can only stop objectifying by taking a significant distance from the instilled subjects.

Codification represents a given dimension of reality as human beings live it and this dimension is proposed for their analysis in a context other than that in which they live it. Codification thus transforms what was a way of life in the real context into object in the

theoretical context. The learners, rather than receive information about this or that fact, analyze aspects of their own existential experience represented in the codification.

On the other hand, Freire's theory requires the opposite movement, where the practical context, or the locus for real transcendence, involves simultaneously the mediating presence of the theoretical context of discernment. In the last analysis, the themes both contain and are contained in limit-situations. The tasks they imply require limit-acts. When the themes are concealed by the limit-situations and thus are not clearly perceived, the corresponding tasks of which the learners' responses are in the form of historical actions can be neither authentically nor critically fulfilled.

The previous critiques which are proposed by Freire regarding some fundamental principles in language teaching and learning result some significant changes in characteristics of applicability criteria. These changes can be noticed in the classroom practices of critical literacy education. The preview of the classroom practice can be seen in the following:

- a) Language learning begins with engaging interest in language and telling how the complexities of language use has amazed the human beings. This could help the learners to understand how discourse practice constitutes understanding.
- b) Discourse is a hallmark of democracy between groups. The use of metaphor is helpful in adjusting knowledge to others. This is to show how language has a power of its own.
- c) The learners should be involved in the discussion of how the study of language and the nature of language are linked in the process of acquisition. This is to remind the language teachers that the previous issue is not a privilege and responsibility of their own.
- d) The task of the educator is to present to the learners as a problem the content which mediates them, and not to discourse on it, extend it, or hand it over as if it were a matter of something already done.
- e) No one can present something to someone else as a problem and at the same time remain a mere spectator of the process.
- f) The teacher, at the first time, may stimulate learners' critical thinking particularly the need to apply it to analyzing discourse by stating that the language is never neutral.
- g) The relation between thought, language, context, and reality operates through words.
- h) Portraying representatives may help learners to determine the generative words to represent their stories. The learners may draw, for instance, pyramidal structure at the board and labeling its components with the name of locations where they have lived and worked. Each label is accompanied by an explanation of how such location is established among society.
- i) Labeling the components in pyramidal structure will engage learners' curiosity to find contradictory effects among the labels. It then helps them to look deeper into the problems and brainstorm the ideas to deal with the problem in systematic way.

- j) After discussing the labeling session, the learners are given a moment to discover themselves in the pyramidal structure they have drawn.
- k) Picking a generative word to be placed at certain situation. This word is discussed within a group to look for all possible aspects. At the moment of semantic link has been created between the word and its object, the word is attached to particular context of situation to be later presented.
- l) The teacher and the learners are asked to visualize the generative word that has been picked up and not to memorize it. They may also be asked to share their opinions regarding the generative words or the portrayed events.
- m) Scaffolding single words into sentence construction expressing the prior knowledge of the learners has contained a pedagogical insight. The learners may write down on a piece of paper the problems and the consequential effects according to their points of view. This process benefits the learners in the way it relates to their feelings and emotions by imagining what the problems would be if it happened to themselves or their families.
- n) The learners are not only required to decodify the isolated phenomena into generative words but they are also required to unpack the meaning construction of these words to the deepest and most hidden connotations. They should be given many chances to propose the raising ideas beyond their contemplation of the isolated phenomena.

Discussion

The development of the theories in language teaching and learning from traditional view to the critical one always puts respect to the principal arguments of the previous theory. This marks the need to contemplate by taking a critical stance in treating the principal arguments of various theories. This is the only chance that allows theoretical development in language teaching and learning to move forward in advance. These principal arguments assume some hypothesis regarding the issue in language acquisition and learning. They are tested and contradicted with new insights to fix what is inaccurate or to find what important things are missing. The tabula rasa hypothesis assumes children are born in a blank state waiting to be written on by experiences. This hypothesis is challenged by innate hypothesis which assumes children are born with pre-occupied devices that allow knowledge acquisition in independent way. The level and stages in native intelligence is criticized by the view which states that there is a critical period among the stages which maximizes acquisition. The error correction hypothesis is also completed by the contrastive analysis which allows error identification in more detail and efficient way.

The principal arguments with various hypotheses have blown several issues regarding the nature of language acquisition. These issues become the distinctive characteristics that underlie the theoretical framework of particular approaches and methods. These distinctive characteristics are important points in deciding to which approach the methods are consistent with. The issues in language acquisition may have different explanation in different approaches although they discussed the same topic and terms. The topic competence, for structuralism-mentalism, is

regarded identical to a particular practice within a community without any bias. The functionalism, in another hand, considers competence is a shared consensus between individuals with various cultural backgrounds. The specific terms in the issues are often contradicted with another term from different point of views. The term nature, for instance, which considers language acquisition as a natural process that can be done independently. This term is often contradicted with the term nurture which considers language acquisition is facilitated by the assistance of others in a well-designed supporting environment.

The issues in language acquisition, when it comes to classroom practice, are adjusted to the conditions of learning. It is important to note that conditions of learning which are adjusted to the issues in language acquisition yet still consistent to the principal arguments a particular approach is consistent with. It can be seen in the components of a course, the preferred pedagogical grammar, and multiple intelligences of the learners. From the critical view, constructive-dialogical grammar can be added to the current popular pedagogical grammar. The issues in language acquisition are also, in effect of consistency with a particular approach, raising some issues regarding the conditions of learning. These issues may include implicit versus explicit learning, creativity, focus of learning, lingualism, motivation, transfer processing, and an awareness of language evolution. These supporting issues from language acquisition to conditions of learning lead, in respect to the development of theories in language teaching and learning, to the importance of understanding human communication system. The complexity of this communication system, from conceptual lexicon to multi-propositional discourse, is inspired from the synthesis of principal arguments in different approaches.

Conclusions

The critical approach, as reflected in Freire's theoretical framework in literacy education, tends to free the learners from this strict limitation by constructing their own knowledge. The teacher is not the dominant voice inside the classroom. Instead, he/ she expresses his/ her own personal narrative as a alternative point of view for the learners to consider while engaging in constructive dialogue. Freire's dialogue as an approach to literacy education puts respect to other voices. However, it does not presume that the Freirian approach to literacy education depicts the agitation and vehemence of the spirit of postmodern condition where the notion of difference claims its privilege. The major concern of Freirian literacy education lays not only on the potential for infinite deconstruction of meaning but also on the possibility for deconstruction of social relation within community. In the context of language classroom, shared meaning in equal encounter is paramount. The educational aspect of language, therefore, is not lying on a mere syntagmatic relation of the language structure but also on paradigmatic relation as a consequence of social interaction. It will advance emancipatory possibilities of literacy education. Furthermore, the teachers-learners relationship would be driven by the notion of identity within solidarity, unity, and commonality.

What is suggested in this Freirian critical approach to literacy education is dialectic of theoretical discourse that seeks to politicize schools/ classrooms by elaborating how power and

authority as well as similarity and difference are negotiated in practice. It can be done practically through presenting individual story based on his/ her experience and the use of text to recall history to provide a comparison or multiple view of critical awareness about choice, freedom, and rights. Besides, the use of text can be exchanged with the use of films or other popular media such as advertising and newspaper to explain how discourse is manipulated in various ways to construct stereotypes. All those previous will shift learners' paradigm from individualism to utilitarianism which puts self-interest left behind and replace it with community interest. Codification aimed at praxis as the learners reject their roles as mere passive participants inside the classroom. It also criticizes the relation between the learners and the world as a mere verbal knowledge. The subject position of the learners is when they gain full access to the learning needs and references without full intervention from the teacher. This position will remind the learners that they are actually in the progress of their own learning. They are consciously aware about what they do and are constructively active in the process of knowledge construction. The decodification process, if it is effective, should enable the objected group which is in this case the learners to grasp their world critically. That is a world which denies them the power to discern and transcend the world and enables them simultaneously to discern the world as their world. That is the world in which the learners, along with many other generations, involved transcendence of their limit situations.

Suggestion

This article suggests the need to understand the principal arguments that underlie the methods the language teachers use inside the classroom. Otherwise, the teaching practice may turn to the domination of classroom discourse through the lecturing format. The language teachers should take a critical stance in applying particular methods inside the classroom. They should not prefer the theoretical framework from experts and theorists instead of their own theory construction. It is better for them to theorize their teaching practice and practice what they have theorized.

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