**Assignment week 4**

**Critical Literacy Pedagogy**

The aim of critical literacy is for the teacher to advocate real life situations in the classroom. This is done by discussing and questioning real things that occurs in the world which may be of personal concern, issues of justice, pain and oppression in the world. The teacher may introduce a news article report for example; on a given topic that coincides with the syllabi in which he/ she reads and allows for open discussions that enable students to pause for a moment and do some thinking. This may evoke a lot of questioning; analyzing and interpretation of the reported information presented and conduct evaluation before responding. This also brings out students knowledge comprehension of the given text.

Friere (1970), believes student thinking and creative abilities are limited when teachers just keep giving all the information to students. Friere was well known for advocating critical pedagogy in which his methodology allowed for students to question and analyze the information presented to them.

An example of how a teacher can evoke these skills is as follow:

A lesson for grade 8 in a class of 14 students, for the subject English, based on the topic: Report writing.

The students would have covered the topic fact and opinion in the previous lesson.

The teacher would introduce the topic and present students with copies of real newspaper articles to read, analyze, interpret, question and evaluate in order to evoke critical thinking. The teacher will then present the class with a video of a news report based on water pollution and the effects on sea life.

Students will discuss and answer questions. At the end of this, students will be placed in groups of two’s to plan out a real report or a factual in which they are going to conduct interviews and report. They have the options to make video reports or prepare a digital newspaper report on given topics including pictures with their headlines.

For the next class, students are going to conduct their presentations after which they will be opened to answering various questions from their classmates.

**The strengths**

1. Critical literacy enables students to connect with live experience, the actual lives, interests and cultures. In other words, it moves students from passive to active recipients of their own learning because they become actively engaged in the lesson.
2. Students are able to express themselves through their own creative initiative.
3. Students are given a chance to develop their writing and speaking skills.
4. Students develop problem solving and critical thinking skills in a fun way.

**Weakness**

It can be quite time consuming to put together.

**Difference between Functional and critical literacy**

**Functional literacy** relies on analyzing text and then applying what you have learned from them about how to structure text. The disadvantage is that functional literacy is similar to didactic pedagogy. The teacher deconstructs the text for students, tells them how it works, and then expects them to do it in the correct way or apply it appropriately.

On the other hand, **critical literacy** is more students centered. It focuses on having them actively involved in their own learning by questioning and presenting their findings. Students are encouraged to think critically by taking the text of the world and unpack them for their agendas, their interests and purposes.

References:

Barone, D., Wright,E. Literacy Instruction with Digital and Media Technologies. Retrieved from: [www.https.readingrockets.org](http://www.https.readingrockets.org) (23.11.2020)

Friere, P. 2006 (1970). *“The Banking Model of Education.”* (p.105 – 107) In Provenzo, Eugene F. critical issues in education: an anthology of readings.