

7C MODEL OF CRITICAL LITERACY: A FREIREAN APPROACH TO EMPOWERING EDUCATION

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ABSTRACT

This study tries to explore the possible patterns or model of one group of Iranian college learners' critical literacy practices. It tries to observe how critical literacy could change these learners from simple, passive, and voiceless individuals into active, voiced, creative, and conscious participants in social events. In a period of one academic year, consisting of two semesters, the students, through reading, watching, listening, analyzing, interpreting, and dialoguing about varied types of literacy materials on tourism, grew from primary comprehension levels to high levels of critical consciousness. The researcher's methodological approach into the study was a qualitative one, in which he used an integrated approach applying both ethnographic and grounded theory. As a result of intensive ongoing analysis of their critical literacy practices in the form of paper works, their dialogue journal writings, peer and group work discussions, interviews, questionnaires, and above all the researcher's observational field notes, a model named "7C Model of Critical Literacy" emerged which consisted of five phases with two motive powers. This model can depict a dynamic process involved in any critical literacy practice. The model demonstrates how learners move through a dynamic process which moves continually and helps learners turn into critical, active, and creative participants of their society to generate new perceptions and knowledge rather than simply being consumers of knowledge.

Keywords: Critical literacy, conscientization, construction, conceptualization, communication.