

Critical Literacy

An inter-dependent model

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- Critical linguistics
- Socio-cultural theory of literacies
- Critical literacy
- Interdependent model of CL
- *Tea-time* a classroom example
- Conclusion

Four roles of the reader/writer

Text Decoder or Encoder Skill Linguistics	Text Participant Meaning making Sociocultural
Text User Social practices Sociocultural	Text analyst Positions, voices, interests Critical linguistics/literacy

- All texts are positioned and work to position the reader
- Multiple forms of semeiosis - design
- Engaged and estranged reading positions
- Take seriously the social effects of texts.

Four dimensions to CL

Power

Diversity

Access

Design

Interdependent model of CL

Power without diversity
Power without access
Power without design

Access without power
Access without diversity
Access without design

Diversity without power
Diversity without access
Diversity without design

Design without power
Design without diversity
Design without access

Theorising interdependence

Like guy ropes on a tent



Metaphor for interdependent model of Critical Literacy

Tea time

It's tea time

And we're sitting at the table

and

my dad wants milk in his tea

“Could you get me the milk? he says

I get the milk

I sit down again.

Then he wants butter for his bread.

“Could you get me the butter?” he says
I get the butter
and I sit down again

Then he wants a teaspoon for his tea.

“Could you get me a teaspoon?” he says,
and then my Mum says,
“once you get that bum of yours
stuck in a chair
you never get it off again do you?”

And my dad says,
I can’t get a moment’s peace around here.”

Tea-time video

Michael Rosen



1. Describe meal times in your home.
2. Could your mother talk to your father like this?
3. Do you think the child is a boy or a girl?
4. Have you ever wanted an adult to side with you like this?
5. Drawing.

**2&3 Power;
4: Access;**

**1&2: Identity/Diversity;
5: Design/Redesign**



Child's drawing Gr. 7



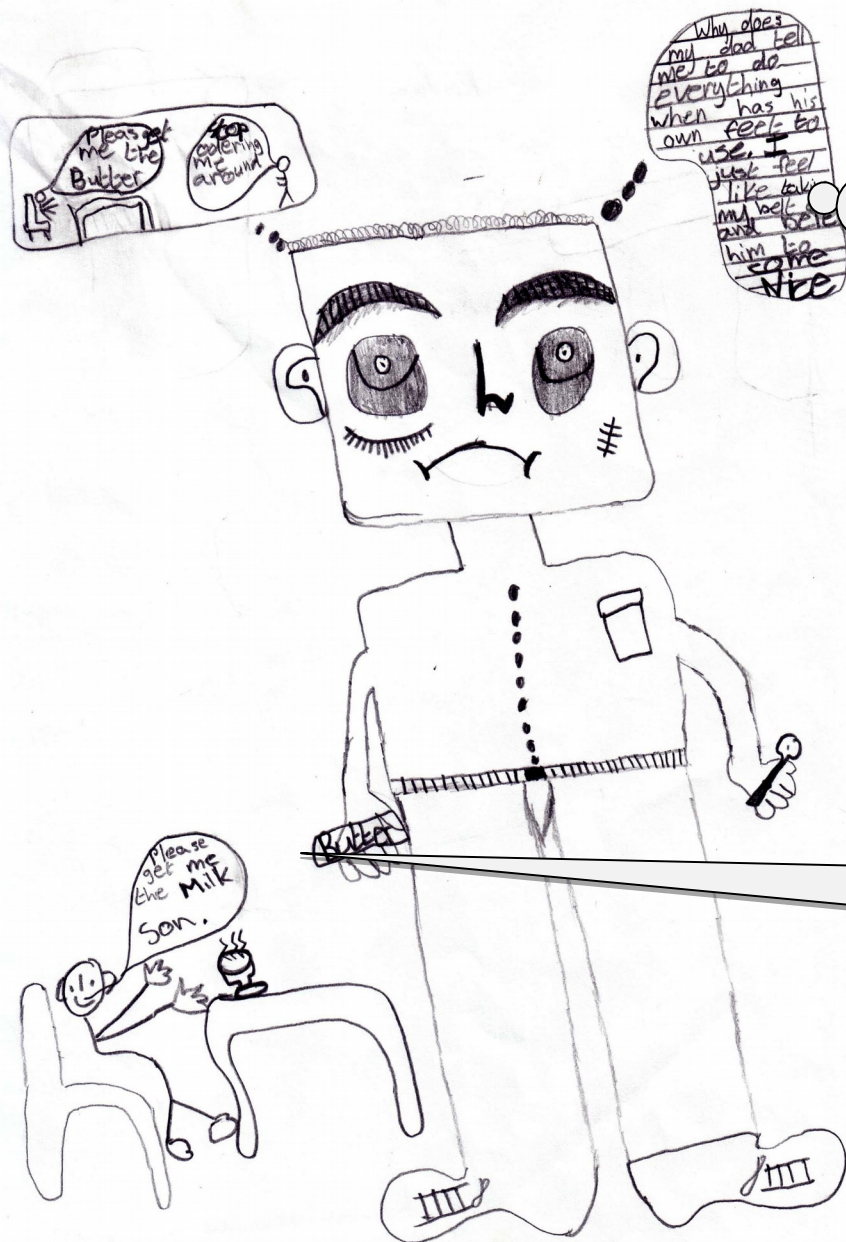
Child's drawing Gr. 7



Child's drawing Gr. 7



Child's drawing Gr. 7

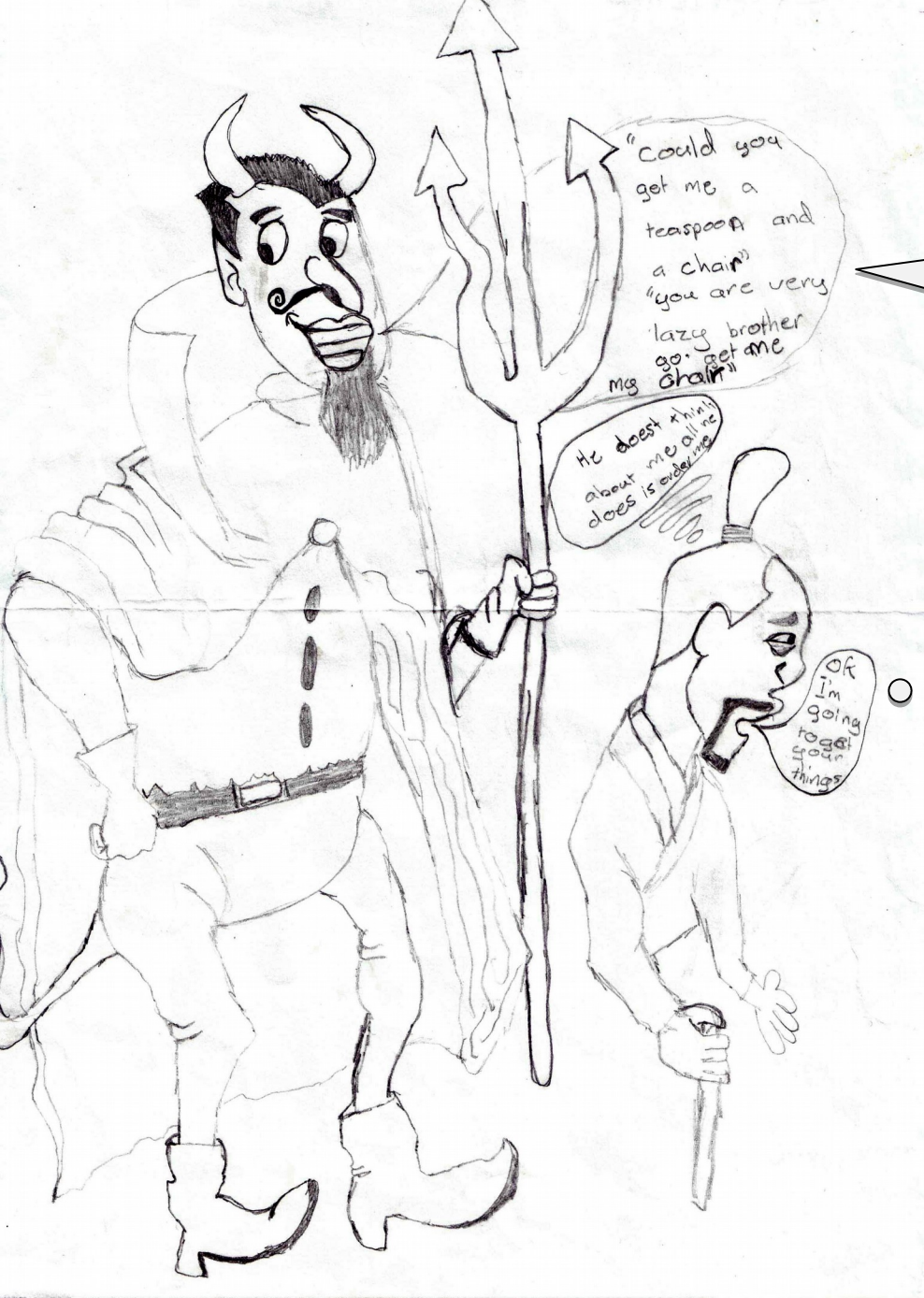


Why does
my dad tell
me to do
everything
when has his
own feet to
use. I
just feel
like take
my belt
and belt
him to
come
Nice

Why does my dad tell
me to do everything
when he has his own
feet. I just feel like
taking my belt off and
belt him to come.
Nice.

Please get me
the milk son.

Child's drawing Gr. 7



"Could you
get me a
teaspoon and
a chair"
"you are very
'lazy brother
go. get me
my chair"

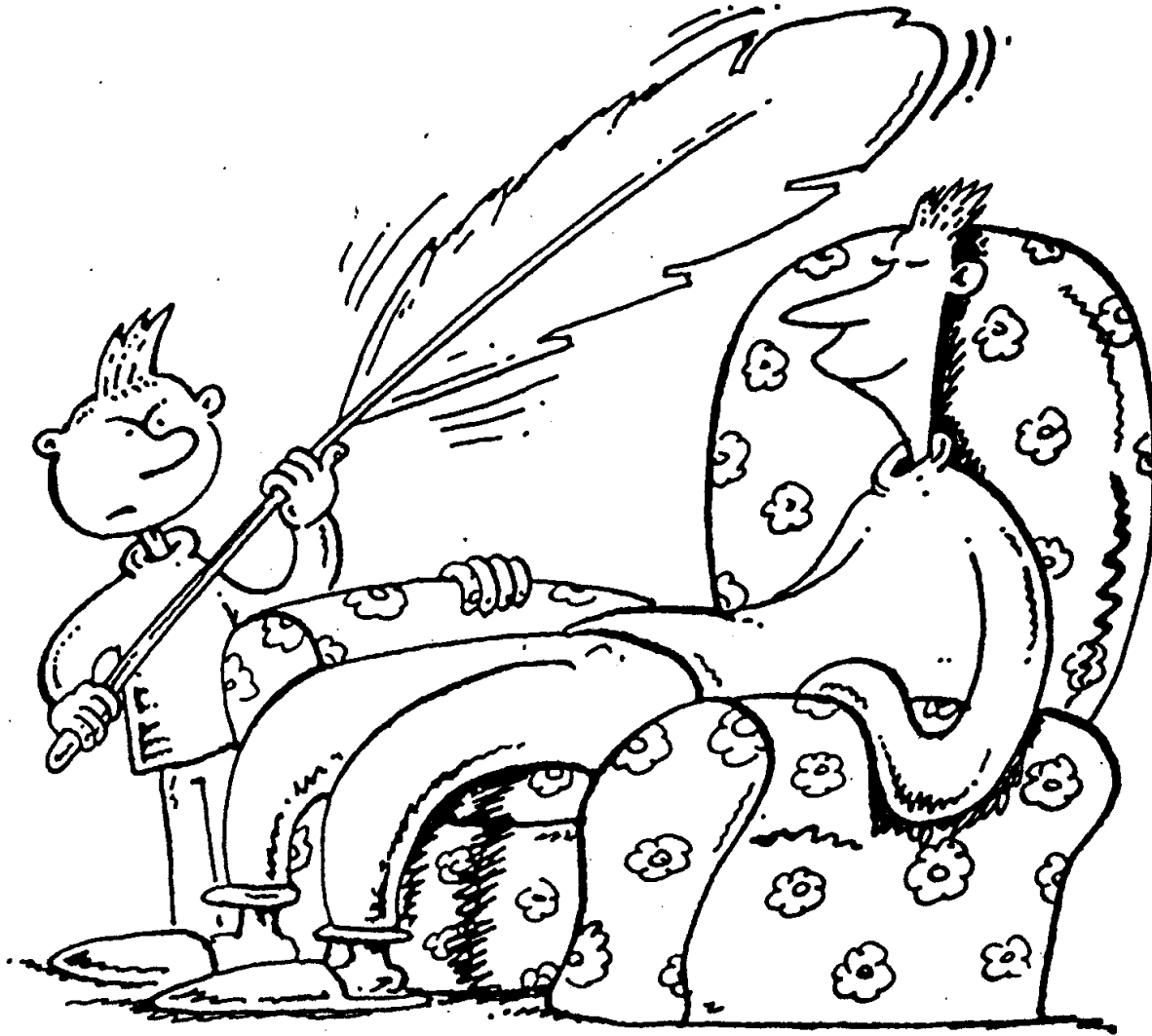
He doesn't think
about me all he
does is order me

OK
I'm
going
to get
your
things

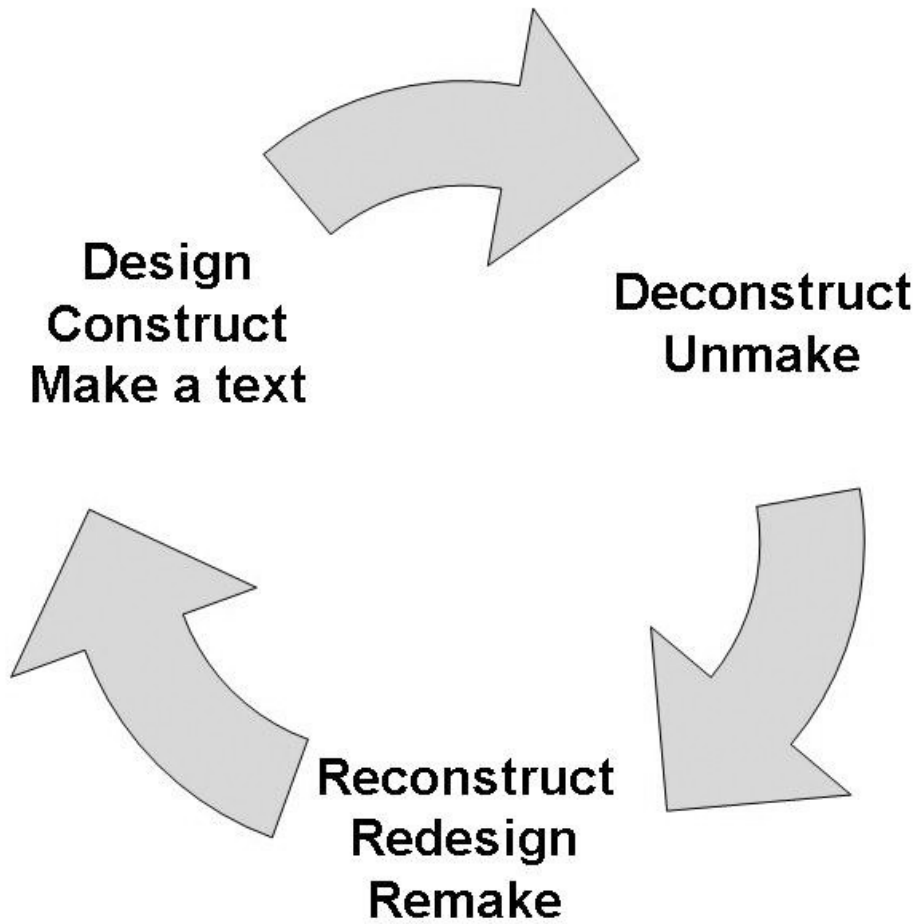
Could you get me a
teaspoon and a
chair. You are a very
lazy brother. Go get
me my chair.

He doesn't think
about me. All he
does is order me.
OK I'm going to get
your things.

Child's drawing Gr. 7



Juxtaposition



The re-design cycle

Text Decoder

Reader, viewer, listener

Text Encoder

Drawing

Text Participant

Making sense in terms of their own lives (actual and imagined) using different modes

Text User

Text to read/for talk

Text as script

Making visual text

Text analyst

Power gender, age

Diversity cultural
assumptions

Access engagement/
estrangement

Design and redesign

Social justice?

- Children learn about different discourse communities and their ways of speaking, acting, believing and valuing. This de-naturalises their own taken-for-granted ways of being in the world, their own understanding of families and the how children are positioned within them.
- They 'see' the disruption of power.
- They are given a 'voice'.
- Moral action: Collaborator, bystander, intervener

Justice in contexts of diversity

What counts as moral is 'directly related to the social structure of the people practicing it'. It is a social product that **varies** from society to society and **changes** over time in its imagination and conception of the good. Moral actions do not serve personal ends but the 'collective interest' of the society (p.59). If a person is to be 'a moral being he [or she] must be devoted to something other than him[or her]self through attachment to social groups – family, nation, humanity'. Durkheim

We need to recognise that

Education for social justice

is no simple matter in an increasingly diverse society and entangled world where all of our intra-actions create butterfly effects that ripple through time and space.