WORLD EDUCATION CONNECT

MULTIDISCIPLINARY E-PUBLICATION

P

PINAGPALA
Publishing Services

Pinagpala

PUBLISHING SERVICES

*"Write. Connect.
Educate."*

@pinagpalapublishing

pinagpala_publishing

www.pinagpalapublishing.com

FREIRE'S CRITICAL PEDAGOGY:
STEP TOWARDS INCLUSIVE CLASSROOM LITERACY

Marilyn G. Valdez
Teacher III
Manacsac Elementary School, DepEd, SDO-Nueva Ecija
Nueva Ecija, Region III, Nueva Ecija/Philippines

ABSTRACT

Title: **FREIRE'S CRITICAL PEDAGOGY: STEP TOWARDS INCLUSIVE CLASSROOM LITERACY**

Researcher: **MARILYN GASMIDO VALDEZ**

Degree: **MASTER OF ARTS IN EDUCATION**

Major: **ADMINISTRATION AND SUPERVISION**

Institution: **OSIAS COLLEGES, INC.**

The study utilized the quasi-experimental research approach. The study examined the difference between the pretest and posttest after employing the critical pedagogy. The respondents were the fourth-grade pupils of Manacsac Elementary School for the school year 2022-2023. There were two questionnaires used in the study –the first one used the Phil Iri to measure the reading level and the second was the self-made questionnaire employing the critical pedagogy.

The study found out that most of the Grade 4 pupils are categorized as frustration in reading before employing the intervention, while they demonstrated independence in reading after employing critical pedagogy. Additionally, teachers continued that the implementation of critical pedagogy in the classroom is very effective. Lastly, the study revealed that there is a significant difference between the Grade 4 pupils' performance in reading after employing Freire's Critical Pedagogy in the classroom.

It is recommended that workshops or information sessions for parents be organized to enhance their participation in assisting their children to read. Likewise, encourage the teachers to design lessons that promote critical thinking, analysis, and reflection, aligning with Freire's emphasis on dialogue and questioning oppressive structures. Strengthen a systematic monitoring at learners' reading levels. Regular evaluation can help identify areas of success and potential challengers, allowing for timely adjustments and improvements in the critical pedagogical approach.

Keywords: *Critical Pedagogy, Inclusive Classroom, Literacy*

1. INTRODUCTION

According to UNESCO Institute for Statistics (2023), compared to 68 percent in 1979, more than 86% of people around the world can read and write. Despite this, 250 million children fail to learn basic literacy skills, and at least 763 million adults—2/3 of whom are women—still lack the ability to read and write. There were 617 million children and teenagers who had not attained the necessary reading levels prior to the COVID-19 pandemic, which resulted in the largest disruption to schooling in a century. Additionally, a larger range of abilities, such as digital skills, media literacy, education for sustainable development and global citizenship, as well as job-specific skills, are all included in the concept of literacy, which is a continuum of learning and proficiency in reading, writing, and using numbers throughout life. As people interact with information and learn through digital technology more and more, literacy skills are growing and evolving as a result.

In the ever-evolving landscape of education, the quest for an inclusive classroom that fosters equitable learning opportunities has become paramount. One potent approach in achieving this aspiration is Critical Pedagogy. This educational philosophy goes beyond traditional teaching methods and conventional curricula, aiming to empower students to become critical thinkers, active participants in society, and advocates for social justice. When applied to the realm of literacy education, Critical Pedagogy takes on a transformative role, challenging the status quo and opening doors to a more inclusive, equitable, and just educational experience.

Literacy are fundamental skills that serve as the cornerstones of education, personal development, and socioeconomic progress. It is often regarded as the key to unlocking opportunities, fostering critical thinking, and empowering individuals to participate actively in today's complex and interconnected world. In this era of rapid technological advancement and information proliferation, the importance of literacy and numeracy cannot be overstated. Literacy encompasses the ability to read, write, and comprehend written texts effectively. It is not merely a mechanical skill but a gateway to knowledge, enabling individuals to access information, communicate ideas, and engage in informed decision-making.

According to Landson-Billing (2004), education is not neutral and that power dynamics and social inequalities are embedded in educational systems. In the realm of education, fostering an inclusive classroom environment is not just a goal but a moral imperative. Access to quality education, particularly in the domain of literacy, is a fundamental right that every student should enjoy, irrespective of their background, abilities, or circumstances. However, the conventional approach to literacy education has often fallen short in achieving true inclusivity, perpetuating inequalities, and inadvertently sidelining certain student groups. This thesis delves into the transformative potential of Critical Pedagogy as a catalyst for creating inclusive literacy classrooms.

Based on the statement above, Floria & Black-Hawkins (2011), also added that Inclusive classrooms, on the other hand, strive to create environments where all students feel valued, respected, and supported, regardless of their backgrounds or abilities.

Critical pedagogy, as conceptualized by Freire, is an educational approach that transcends the mere transmission of knowledge. It is rooted in the belief that education should not be a one-way street where teachers deposit information into passive students;

---

instead, it should be a dynamic, participatory process that stimulates critical thinking and social awareness.

Freire has done a remarkable job in the development of critical pedagogy. Paulo Freire, a world-renowned educationist, was born (1921-1997) into an ordinary Brazilian family. His childhood was spent in poverty. He worked with poor workers and gained experience in what and why poverty is. Freire became a grammar teacher while still in high school. Even then his intuition pushed him toward a dialogic education in which he strived to understand learners' expectations (Bentley, 1999) . These experiences led him to believe that ignorance, illiteracy and a culture of silence are the result of the prevailing economic conditions, social and political trends in society, which influenced his views on education. In this context, he presented a theoretical and practical outline of critical pedagogy.

Paulo Freire (1970) analyzed society through a combination of religious liberalism and Marxist thought. He called it Critical concretization. The conscious person thus analyzes the world around him and acts collectively on the basis of what he has achieved after the analysis. The combined form of such work he called praxis. Through his book "Pedagogy of the Oppressed", Freire criticized education as a banking system that stifles learners' creative potential. In this book, he made it clear how people have never learned to think critically about their situation. In his point of view, the banking (conventional) education system is one of the most important instruments for maintaining the culture of silence. He tried to prove such a fact that it is only possible to liberate people from the culture of silence and obscurity of ignorance through education and awareness. Therefore, He advised teachers to be liberal, humanitarian, and respect the freedom of the learner, and to teach participatory. He initiated the empowerment process based on the policy of utilizing the creative potential of the learners. At the same time, in his view, education should make the learner optimistic and increase correlation. But the critical approach must be strengthened.

Freire attempts to transform oppressed people and prevent them from being objects of education into subjects of their self-governance and emancipation (Aliakbari & Faraji, 2011) . With this in mind, learners have to act in a manner that enables them to transform their societies, that's excellent performed through emancipatory education. Through problematic education and questioning of problematic issues in the lives of learners, learners learn to think critically and develop critical awareness that helps them improve their lives and take responsibility for them, measures necessary to construct a greater just and equitable society. Thus, it is often said that critical pedagogy challenges all sorts of domination, oppression and subordination in order to liberate the oppressed (Aliakbari et al., 2011) . As Kessing-Styles (2003) has mentioned, critical pedagogy is an academic reaction to inequalities and oppressive relations of power that exist in schooling system (Keesing-Styjes, 2003) . Thus, the fundamental aim of education is to achieve a critical awareness which enables individuals to prepare the ground for their progress.

The influence of Freire's critical pedagogy is evident in modern educational practices. Educators worldwide have embraced his ideas to create more student-centered, inclusive learning environments. The integration of technology, collaborative learning methods, and project-based approaches align with Freire's vision of education as a tool for liberation.

Paulo Freire's critical pedagogy continues to inspire educators to reimagine and transform education. By placing emphasis on dialogue, critical consciousness, and action, Freire's legacy challenges us to create learning environments that empower individuals to think critically, engage with their communities, and contribute to positive social change. As

education continues to evolve, Freire's ideas remain a beacon of hope for a more just and equitable future.

In the 1970s, Freire criticized the existing education system which was based on formality and narrative in nature and introduced the concept of critical pedagogy as an alternative (Mahmoudi, Khoshnood, & Babaei, 2014) . Freire's concept of critical pedagogy led to a radical change in the education system. Emphasis was placed on empowering the marginalized communities and the oppressed learners from narrative education. Therefore, education should be able to liberate the individual from any form of exploitation. Learning should start from the problem of the learner and not from the solution.

The traditional approach to literacy often assumes a one-size-fits-all model that may inadvertently exclude or marginalize certain groups of students. Critical Pedagogy, however, recognizes that literacy is not solely about reading and writing but also about understanding, interpreting, and critically engaging with the world around us. By incorporating Critical Pedagogy into literacy instruction, educators can create a classroom environment that acknowledges and values the diverse backgrounds, experiences, and voices of their students.

The traditional model of literacy education has, in many cases, adhered to a rigid, one-size-fits-all framework. This model often disregards the unique needs, perspectives, and experiences of diverse student populations, effectively marginalizing those who do not fit the mold. Critical Pedagogy, on the other hand, stands as a powerful counter-narrative. It recognizes that literacy is not a mere mechanical skill but a dynamic, multifaceted process that encompasses understanding, interpretation, and critical engagement with the world.

In the context of literacy instruction, critical pedagogy can be a step towards creating inclusive classrooms. By incorporating critical literacy practices, teachers can help students develop the skills to critically analyze texts, question dominant narratives, and engage in meaningful discussions about social issues (Kaya et al., 2022). This approach goes beyond teaching students how to read and write; it encourages them to become active participants in their own learning and in society (Luttrell et al., 1988).

To implement critical pedagogy in literacy instruction, teachers can use strategies such as culturally relevant pedagogy, which recognizes and incorporates students' cultural backgrounds and experiences into the curriculum (Ladson-Billings, 2014). This approach helps students see themselves reflected in the texts they read and allows them to make connections between their own lives and the broader world (Stephens, 1989). Additionally, teachers can adopt universal design for learning principles, which promote multiple means of representation, expression, and engagement to meet the diverse needs of students (Grier-Reed & Williams-Wengerd, 2018) economics and everyday life.

A teaching concept called critical pedagogy encourages educators to support students in challenging systems of oppression and power. It has its roots in critical theory, which calls for recognizing and challenging the status quo in society. In critical pedagogy, educators utilize their own illumination to inspire students to probe and confront injustices that present in homes, classrooms, and societies. Because it challenges commonly assumed frameworks, this educational perspective is regarded as progressive and even radical by some. Continue reading if this strategy seems appropriate for you and your pupils. There are five stages to implement critical pedagogy inside classroom. (1) Challenge yourself. You cannot expect your kids to think critically and critically examine societal institutions if you are not doing so yourself. Use resources that challenge the dominant societal narrative to educate yourself. For instance, if you teach history, immerse yourself in academics who point

out the character faults or dysfunctional systems that contributed to the success of many well-known historical personalities. Or perhaps read about how, when viewed from a different perspective, their supposed triumphs weren't all that successful. Challenges to prevailing social systems and widely accepted narratives are at the heart of critical theory. (2) Change the classroom dynamic. While critical pedagogy focuses on confronting power systems, the teacher-student connection is one of the most prevalent power dynamics in a student's life. Dispute that! Changing the layout of your classroom is one practical method to do this. Set up the desks so that the students are facing each other in a semicircle or circle rather than in rows facing you. This enables more fruitful classroom discussion. Instead of standing to lead discussions, you may alternatively try sitting. This stance equalizes the student-teacher power dynamic and places you in the same position as the pupils. (3) Present alternative views. Step 1 required, the teacher, to come across viewpoints that ran counter to the prevailing narrative. Present these perspectives alongside the conventional ones to your class now. Encourage them to reach their own judgments as you have them talk about both. Encourage a student to conduct additional research if they express a point of view. posing inquiries such as "why do you think that?" or "why is that a good thing" will inspire pupils to question their own assumptions, liberate themselves from harmful societal narratives, and think critically. (4) Change your assessment. Traditional power structures and assessment frameworks both have the potential to be restrictive. You are not required to use them! Make sure that the focus of your exams is on critical thinking abilities rather than on getting the appropriate response. Make sure students are not only performing what they believe is required of them in order to receive a certain grade. You can accomplish this by emphasizing on the themes provided above in your presenting style, encouraging students to write and discuss, and more. (5) Encourage activism. Critical pedagogy has a cyclical quality to it. Once you have educated yourself, you help kids develop critical thinking skills, and those students then spread their newly acquired knowledge throughout their families and communities. You can accomplish this by informing your pupils about ways that they can fight tyranny in their neighborhood, such as marches, protests, and groups.

The significance of literacy extends far beyond the classroom. They are pivotal in shaping the trajectories of individuals' lives, affecting their employability, income potential, health outcomes, and civic engagement. Moreover, these skills are interrelated; literacy often complements numeracy, as the ability to interpret and communicate information in written form is vital for understanding and expressing mathematical concepts. Despite their importance, challenges persist in achieving universal literacy. Disparities in access to quality education, socio-economic backgrounds, and geographical locations can hinder the development of these essential skills. Additionally, evolving technological landscapes and the digital divide pose new challenges in ensuring that individuals are not only literate and numerate in traditional senses but also digitally competent.

In line with the statements above, Dongying Li (2023) also said that, academic literacy has enormous significance for language socialization, resource allocation, and even power disposition within the larger sociocultural environment since it is an embodiment of higher-order language and thinking skills within the academic community. Nevertheless, despite the concept of academic literacy having been introduced more than twenty years ago, it still lacks a precise definition and operationalization.
The view of literacy learning as both a textual and contextual practice is largely driven by the changing educational goal under the development of twenty-first century knowledge economy, which requires learners to be active co-constructors of knowledge rather than

passive recipients (Gebhard, 2004). Academic literacy development in this sense is considered as a powerful tool for knowledge generation, communication and transformation.

The academic literacy construct, however, still does not appear to have a clear definition or operationalization that can direct effective instruction (Wingate, 2018). This may result in the danger of viewing academic literacy as an all-encompassing word with insufficient details on the construct's potential to support real teaching and learning methods. In this regard, a comprehensive evaluation of the definition, operationalization, and approach of the construct in actual research settings can have enormous promise for connecting theory and practice.

The Philippine Informal Reading Inventory (Phil-IRI) is an educational assessment tool used in the Philippines to evaluate the reading proficiency and comprehension skills of students, particularly those in the early grades of elementary school. It is designed to help teachers and educators assess the reading levels of students, identify areas where students may be struggling, and provide targeted support and instruction to improve their reading abilities. Phil-IRI is typically administered by trained teachers or educators, and it includes a series of graded reading materials that students read aloud. The teacher assesses the student's reading accuracy, fluency, and comprehension by listening to the student's reading and asking questions about the text. The assessment helps determine the student's reading level and comprehension skills, allowing educators to tailor instruction to meet individual needs.

The main objectives of Phil-IRI includes helps determine a student's reading level or reading grade equivalent. This information helps teachers select appropriate reading materials and instructional strategies. Educators can use Phil-IRI to track students' reading progress over time. Regular assessments can help identify areas of improvement and areas that may require additional support. For students who are struggling with reading, Phil-IRI results can guide the development of targeted interventions and strategies to help improve their reading skills. The assessment results can inform teachers about which instructional methods and materials are most effective for each student. By identifying reading difficulties early and providing appropriate interventions, Phil-IRI contributes to improving overall literacy rates among Filipino students.

It's important to note that the Phil-IRI is just one tool among many used in the Philippine education system to support literacy development. It is part of a broader effort to improve reading proficiency and comprehension skills among students, with the ultimate goal of enhancing their educational outcomes and future opportunities.

Every Child A Reader Program (ECARP) is a national program that supports the thrust of the Department of Education (DepEd) to make every child a reader and writer at his/her grade level. It is supporting the attainment of Education for All (EFA) target of universal school participation and elimination of dropouts and repetition in the first three- grades.

It is designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers. It also provides a year-long training for teachers to make them multi-literate and independent problem solvers. (Deped Order #15 s.2012)

In support of the implementation of the K to 12 Basic Education Program, the Department of Education (DepEd) is continuously fulfilling its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning. To make every learner a proficient reader, schools across the country are

tasked to help learners develop their reading skills. However, such initiatives are still not enough based on the recent results of national assessments for student learning.

Project Book-Lat Mulat (Booklatin ang Aklat ng Mundo'y maging Mulat)- is a reading program designed to cater the special needs and interest of different types of learners. This Reading Program started before covid -19 hits the human race. In the old normal, practices such as reading after four, 21 Araw Paglipad ng Ibong Adarna and Reading in Pairs are some of the activities that the school were doing. But because of the pandemic, the program became more adaptive and responsive in order to help the learners that are staying and learning at home.

Manacsac Elementary School Project: Book-lat Mulat is a reading program that aims to promote the reading culture amongst learners. This reading program runs for more than 2 years and is aligned to the global needs brought about by the pandemic. Now, children learn at their home, with the minimal opportunities of learning, the school needs to adapt mechanism that can help learners archived their maximum learning potential. Book-lat Mulat servers as an avenue for learning.

By infusing Critical Pedagogy into literacy instruction, educators can redefine the classroom as a space that acknowledges and celebrates the rich tapestry of student backgrounds, experiences, and voices. This thesis embarks on a journey to explore the principles, strategies, and impact of Critical Pedagogy in the context of literacy education, shedding light on how it empowers students to become not just proficient readers and writers but also critical thinkers and active participants in a diverse and complex society.

Inclusive literacy instruction also requires teachers to consider the specific needs of students with complex support needs (CSN) (Zagona et al., 2020). Teachers can use differentiated instruction and assistive technologies to ensure that all students have access to the curriculum and can actively participate in literacy activities (Zagona et al., 2020). Moreover, teachers should create a supportive and inclusive classroom environment where students feel safe to take risks, make mistakes, and learn from each other (Yu, 2018).

Critical pedagogy can be a valuable approach to promote inclusive classrooms in literacy instruction. By incorporating critical literacy practices, culturally relevant pedagogy, and universal design for learning principles, teachers can create environments where all students feel valued, respected, and empowered to engage critically with texts and social issues. This approach not only enhances students' literacy skills but also fosters their ability to think critically, reflect on their own identities and experiences, and take action for social justice.

Statement Of The Problem

This study applied Freire's Critical Pedagogy on literacy among Grade 4 pupils of Manacsac Elementary School. It sought answers to the following questions:

1. How are the respondents described in terms of their performance in reading before employing the Critical Pedagogy along the following:
    1.1. Number or miscues;
    1.2. word comprehension;
    1.3. reading level on Pretest?
2. How is the implementation of critical pedagogy in the classroom described in terms of:
    2.1. Challenge yourself;
    2.2. Change the classroom dynamics;

      2.3. Present alternative views;

      2.4. Change your assessment; and

      2.5. Encourage activism?

3   How are the respondent's performance in reading described after employing the critical pedagogy along the following:

      3.1. Number or miscues;

      3.2. Word Comprehension;

      3.3. Reading level of posttest?

4   Is there a significant difference between the pre-test and posttest?

Null Hypothesis

There is no significant difference between the pretest and posttest.

Theoretical Framework

Critical educational theories, such as Paulo Freire's Critical Pedagogy can be used to critically analyze the literacy on Grade 4 students' literacy.

Incorporating Paulo Freire's Critical Pedagogy can provide a valuable theoretical lens through which to analyze the policy's effects. Critical Pedagogy is grounded in the belief that education is a tool for empowerment and social change, and it encourages critical thinking, social awareness, and a commitment to social justice.

Critical Pedagogy posits that education is inherently political. You can explore how the NCLB policy, as a government initiative, shapes the educational landscape and its political implications. Consider how the policy's mandates may align with or challenge the principles of Critical Pedagogy, especially in terms of power dynamics and control. Critical Pedagogy emphasizes the examination of power relationships within educational settings. Investigate how the NCLB policy affects power dynamics among students, teachers, administrators, and policymakers. Freire's theory encourages the development of critical consciousness (awareness of societal issues and the ability to critically assess them). Assess whether the NCLB policy promotes or hinders critical consciousness among Grade 4 students. Critical Pedagogy emphasizes the importance of dialogue and active participation in the learning process. Examine whether the NCLB policy's standardized testing and accountability measures promote or inhibit meaningful dialogue and student engagement in the learning process.
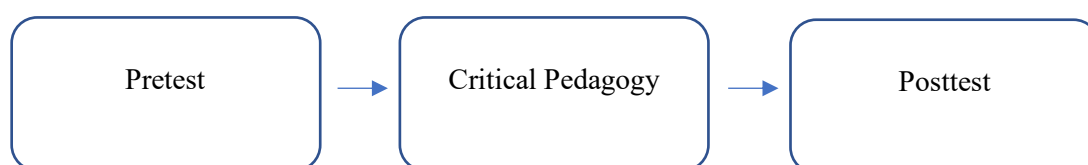
Figure 1. Paradigm of the Study

Figure above emphasized that critical pedagogy in the context of literacy education is an ongoing and dynamic process that involves critical awareness, empowerment, inclusivity, and reflective practice. It seeks to create an inclusive classroom where all pupils can develop their literacy skills while critically engaging with the world around them.

2.METHODS

Research Design

The current study used a quasi-experimental to thoroughly investigate and reveal the result of the study. The quantitative-descriptive research methods to provide a comprehensive understanding of the policy's effects. The primary goal of the study is to come up possible proposed solution to ease the problem arise in literacy of the respondents.

Research Locale

The scope of this study is limited to grade 4 students of Manacsac Elementary School, a public school, that can be found in Guimba, Nueva Ecija. Manacsac Elementary School. This includes adhering to the policy's mandates for standardized testing, accountability measures, and strategies aimed at improving literacy and numeracy among Grade 4 pupils.

Research Participants

In the context of their research, the focal point was a group of 47 enthusiastic and resilient respondents, all of whom are fourth-grade pupils. This divert cohort comprised 19 males and 28 females, each bringing a unique perspective to the study. These young minds stood out as the individuals who experienced the highest levels of frustrations and non-reader during the division-wide reading evaluation conducted on the previous school year. As the study delved into their experiences, it became evident that their respondents held a valuable insight into the challenges faced by pupils during such assessments. The varying degrees of frustration exhibited by these participants offer a rich tapestry of emotions and perceptions, shedding light on potential areas for improvement in our educational strategies. Understanding the nuances of their experiences is integral to crafting targeted interventions that can positively impact the learning journey of future learners.

Research Instrument

The Phil-IRI is a widely-used tool in the Philippines designed to assess and improve the reading proficiency of students. It consists of pretest and posttests, which are administered before and after a specified intervention, respectively. The pretest helps identify the baseline reading skills of the participants, while the posttest measures the impact of the intervention or instructional program. A pretest and posttest were meticulously be crafted and personally administered by the researcher.

The questions that were formulated in my questionnaire originated from the experiences of respondents during the 6-weeks implementation of critical pedagogical principles. The questionnaire is made of 25 questions in English with Tagalog translation for respondents' better understanding of the questions.

The questions are constructed to determine the experience of the learners on the 5 process of critical pedagogy namely a) challenge yourself; b) change the classroom dynamic; c) present alternative views; d) change your assessment; and d) Encourage activism.

Data Gathering Procedure

To collect the necessary data, the researcher followed the steps below. A letter of request to conduct the study at Manacsac Elementary School is forwarded to the Schools Division Superintendent of Division of Nueva Ecija. The researcher sought the parents'

attention about the study and asked their permission. This study used a reading comprehension test as the instrument for the pretest and posttest. This was administered to 47 learners in the 4th grade level. Through Freire's critical pedagogical principle, the researcher conducted reading remediation with the assistance of Grace Goodell's Reading Skills Ladder 1 to 6 within six weeks. This remediation model in reading was implemented in response to the needs of the learners and to fill those learning gaps and loses in reading caused by the COVID-19 pandemic.

Below is the program of activities employed in the study:

Program of Activities

Weeks	Activities
Week 1	Basic Sight Words - Introduction to sight words - Sight word games and activities - Sight word stories
Week 2	Phonetic Analysis - Introduction to Phonetics - Word Building Activities - Phonetic Stories
Week 3	Structural Analysis - Introduction to Structural Analysis - Word Structure Activities - Applying Structural Analysis in Text
Week 4	Contextual Clues - Context Clues Scavenger Hunt - Contextual Clues Games - Context Clues Jigsaw
Week 5	Vocabulary Building - Word A Day - Vocabulary Bingo - Vocabulary Charade
Week 6	Finding The Main Idea - Main Idea Graphic Organizers - Main Idea Picture Books - Main Idea Stations

After the six weeks, our district underwent a district-wide PhilIRI reading evaluation, and its result served as the basis for determining the reading level of respondents for the posttest.

Through Freire's critical pedagogical principles, the questionnaire originated to measure the level of learning and advancement of respondents in literacy for six weeks.

Statistical Treatment

To identify the descriptive part of the study the researcher identifies the reading comprehension levels of the respondents during the pretest and the posttest of the PhilIRI, frequency counts and the corresponding percentage were used.

It also employed a z-test in the study. The Z-test is a statistical test used to determine whether the means of two data sets are different when the population variance is known. It's particularly useful when working with large sample sizes. The Z-test assumes that the

population variance is known. This is often a theoretical assumption as population variances are rarely known in practice. Since the study gives attention in the test of difference between the pretest and posttest result of Phil IRI, the researcher used Z-test to be able to gather the data and to answer all the data needed in the study.

In identifying pupil's reading proficiency level, Phil-IRI uses a predetermined set of criteria. This criterion includes the percentage of pupil's score in comprehension, reading speed and miscues.

The following matrix shows the Phil Iri Oral Test Criteria. This was used in this study to identify pupil's reading comprehension level per skill.

READING LEVEL	SCORE IN %
Independent	80-100%
Instructional	59-79%
Frustration	58 below

3. RESULTS AND DISCUSSION

This section discusses the extent difference on the reading comprehension level of the 47 Grade 4 pupils of Manacsac Elementary School during the pretest and posttest along 5 critical pedagogical principles namely; a) challenge yourself; b) change the classroom dynamic; c) present alternative views; d) change your assessment; and e) encourage activism.

3.1 Learners' Performance in Reading Before Employing the Critical Pedagogy

The Philippine Informal Reading Inventory (Phil-IRI) serves as a crucial tool in assessing the reading abilities of pupils, providing valuable insights into their literacy development. The pretests and posttests within the Phil-IRI framework are particularly instrumental in gauging the progress made by pupils over a specified period.

The pretest results set the baseline for understanding the initial reading capabilities of the pupils. It serves as a diagnostic tool, highlighting areas of strength and weakness. Common findings may include disparities in decoding skills, comprehension levels, and fluency. Posttest results, on the other hand, reflect the impact of interventions, instructional strategies, and the overall effectiveness of the reading program. A significant improvement in various aspects of reading proficiency is often expected.

By navigating through the complexities of reading proficiency assessment, researchers play a vital role in advancing our understanding of literacy development and shaping effective strategies for improving educational outcomes.

3.1.1 Number of Miscues

This table identifies the number of miscues of the pupils in reading the passage that was given during the Phil Iri assessment. The number of Miscues was identified by means of following the different types of miscues stated in the manual of Phil Iri; a) mispronunciation, b) correction, c) insertion, d) omission, e) repetition, f) reversal and, g) substitution.

Table 1. Total Number of Miscues

Variable	Frequency	Percentage
56-63	7	14.89
48-55	6	12.77
40-47	1	2.13
32-39	0	0
24-31	1	2.13
16-23	2	4.25
8-15	10	21.28
0-7	20	42.55
Total	**47**	**100**

Based on the table above, there were 20 or 42.55% individuals who made between 0 and 7 miscues. 10 or 21.28% individuals fell within the range of having 8 to 15 miscues. 2 or 04.26% individuals made between 16 and 23 miscues. 1 or 02.13% individual made between 24 and 31 miscues. 1 or 02.13% individual made between 40 and 47 miscues. 6 or 12.77% has 48-55 miscues and 7 or 14.89% individuals made 56-63 miscues in these ranges.

As the number of miscues made by the respondent increases, it tends to decline into a level of frustration.

3.1.2 Number of Correct answers

The table below shows the number of correct answers of the respondents in answering the questions after reading the passage in Phil Iri.

Table 2. Number of Correct Answers

Variable	Frequency	Percentage
5	9	19.15
4	3	6.38
3	2	4.26
2	11	23.40
1	8	17.02
0	14	29.79
Total	**47**	**100**

The table shows that there were 9 or 19.15% individuals who answered 5 correct answers during the pretest assessment, 3 or 06.38% of individuals scored 4 total correct answers, 2 individuals or 04.26% got 3 correct answers, 11 individuals or 23.40% of individuals got 2 correct answers, 8 or 17.02% of individuals got 1 correct answer and 14 or 29.79% of individuals did not give any correct answer.

There's a wide range of performance levels. The data could be useful for understanding the distribution of performance and potentially identifying areas where individuals might need more support or further instruction.

3.1.3 Reading Level on Pretest

After the success of conducting the pretest, this part will show the reading level of the respondents.

Table 3. Reading Level of the Respondents

Reading Level	Frequency	Percentage
Independent	11	23.40
Instructional	14	29.79
Frustration	15	31.91
Non-Reader	7	14.89
Total	**47**	**100**

The table shows that there were 11 or 23.40% individuals under independent reading level; 14 or 29,79% individuals under instructional; 15 or 31.91% respondents under frustration; and 7 or 14.89% among the 47 respondents are non-readers.

These categories typically refer to different stages of reading proficiency or ability. Independent reading level, the readers at this level can comfortably comprehend and engage with texts on their own without much assistance.

Understanding the distribution across these reading levels could provide insight into the reading abilities of the group. For example, having more individuals at the frustration level might suggest the need for adjustments in material difficulty or more targeted support for improving reading comprehension. Conversely, a larger number of individuals at the independent level might indicate a stronger foundation in reading skills within the group.

3.2 Implementation of Critical Pedagogy in the Classroom

The study explores various aspects of implementing Critical Pedagogy, ranging from curriculum development to classroom practices and teacher-student interactions. By integrating theoretical insights with empirical evidence, the researcher sought to understand how Critical Pedagogy can be effectively operationalized to address issues of power, privilege, and marginalization within educational contexts. Through case studies, interviews, and classroom observations, we aim to uncover the transformative potential of Critical Pedagogy in enhancing student engagement, academic achievement, and social equity.

3.2.1 Challenge yourself

According to Horkheimer, (2000) The main goal of critical theory is to question the prevailing social structures and the most widely accepted narratives in society. The more knowledge you acquire, the more qualified you will be to assist with enlightening your pupils.

Freire encourages educators to examine their own preconceptions, biases, and beliefs critically. It is important for educators to constantly push themselves to learn more and develop a deeper understanding of the material and their pupils (Freire, "*Pedagogy of the Oppressed*", 1970)

Table 4. Critical Pedagogy-Challenge Yourself

Indicators	Mean	Description	Interpretation
I feel contented in my ability to understand and interpret complex texts. *(May tiwala ako sa aking kakayahan na maunawaan at maipaliwanag ang mga komplikadong teksto)*	3.92	Strongly Agree	Very Effective
I can easily understand a story that I read once. *(Madali kong nauunawaan ang kuwento na nabasa ko.)*	3.28	Agree	Effective
I can identify the message of the passage I read. *(Natutukoy ko ang mensahe ng binasang teksto)*	3.53	Strongly Agree	Very Effective
I can explain to others what I read based on my own understanding. *(Naipaliliwanag ko sa iba ano ang aking nabasa batay sa sariling pang-unawa.)*	3.07	Agree	Effective
I can understand the main idea and key details of the text I read. *(Naiintindihan ko ang pangunahing ideya at mahahalagang detalye ng teksto na binabasa ko.)*	3.48	Agree	Effective
Grand Mean	**3.46**	**Agree**	**Effective**

Table 4 shows the implementation of critical pedagogy in the classroom as to challenge yourself. Specifically, pupils confirmed that their ability to understand and interpret complex texts ($\bar{x}$=3.92) and their ability to identify message of the passage they have read ($\bar{x}$=3.53) is very effective. Additionally, they effectively understand the main idea and key details of the text they need ($\bar{x}$=3.48), they also effectively understand s story that they read once ($\bar{x}$=3.28). Lastly, they effectively explain to others what they have read based on their own understanding ($\bar{x}$=3.07). Generally, pupils as to challenge yourself are effective ($\bar{x}$=3.46).

According to Giroux, H.S (2000), teachers take on role of transformative intellectuals who challenges the status quo and encourage students to critically engage with the world around them. This also means that educators should not merely transmit knowledge but should also foster critical thinking that empowers students and transform doing to learning.

Critical pedagogy, when applied to the "Challenge Yourself" approach, proves highly effective in fostering deeper learning and personal growth among students. This educational framework emphasizes critical thinking, reflection, and active participation, encouraging students to question and analyze their learning experiences critically. By engaging with challenging tasks and problems, students are not only acquiring knowledge but also developing essential life skills such as problem-solving, resilience, and self-motivation. The "Challenge Yourself" method aligns with the principles of critical

pedagogy by promoting a student-centered learning environment where learners are empowered to take charge of their education. They are encouraged to move beyond rote memorization and engage in meaningful dialogues that connect academic content with real-world issues. This approach helps students develop a sense of agency and responsibility, fostering a deeper understanding of the material and its broader implications. The emphasis on challenging oneself also nurtures a growth mindset, where students learn to view obstacles as opportunities for learning and development. Consequently, critical pedagogy in the context of "Challenge Yourself" not only enhances academic achievement but also contributes to the holistic development of students, preparing them to be thoughtful, informed, and active participants in society.

3.2.2 Change The Classroom Dynamics

The main goal of critical pedagogy is to undermine power structures, and one of the most prevalent power dynamics in a student's life is the teacher-student dynamic.

Freire advocates for a change in the established power structures in the classroom. As a co-learner with the pupils, the instructor is not the only authoritative figure. This cooperative method creates a classroom atmosphere that is more equal and interactive (Freire, P., 1970).

The change in classroom dynamics has been the subject of numerous studies, each highlighting different factors that influence how classrooms evolve. One significant area of research focuses on the impact of technology on classroom dynamics. According to Johnson and Johnson (2015), in their study "The Impact of Technology on Classroom Dynamics and Student Learning," the integration of tools like tablets, interactive whiteboards, and online resources has transformed traditional teaching methods, enhanced student engagement and facilitating more interactive and personalized learning experiences. Another important aspect is the flipped classroom model, examined by Bergmann and Sams (2012) in "Flipping the Classroom: How a Blended Learning Approach Changes Classroom Dynamics." This approach shifts instructional content delivery to outside the classroom through videos, allowing in-class time for hands-on activities and discussions, thus promoting a student-centered environment that fosters active learning and critical thinking.

Collaborative learning also plays a crucial role in altering classroom dynamics. According to Gokhale (1995), in "The Role of Collaborative Learning in Changing Classroom Dynamics," techniques such as group work and peer-to-peer interaction foster a sense of community, improve communication skills, and encourage a more inclusive and supportive classroom atmosphere. Effective classroom management strategies are another critical factor, as discussed by Evertson and Weinstein (2006) in "Effective Classroom Management Strategies and Their Impact on Classroom Dynamics." Their research underscores how positive behavior reinforcement, clear expectations, and structured routines can create a conducive learning environment, reduce disruptions, and strengthen student-teacher relationships.

Finally, the dynamics of inclusive classrooms are explored in Loreman and Deppeler's (2001) study, "The Dynamics of Inclusive Classrooms: How Inclusion Changes Classroom Interaction." This research demonstrates that integrating students with diverse learning needs into mainstream classrooms promotes empathy, diversity awareness, and collaborative problem-solving skills, thereby positively influencing peer interactions and overall classroom culture. These studies collectively highlight how technology, teaching models, collaboration,

management strategies, and inclusion are pivotal in shaping and transforming classroom dynamics.

Table 5. Critical Pedagogy-Change Your Classroom Dynamics

Indicators	Mean	Description	Interpretation
The changes in classroom dynamics, such as increased student participation and collaboration, have positively impacted my learning experience. (*Ang mga pagbabago sa dynamics ng silid-aralan, tulad ng mas mataas na partisipasyon ng mga mag-aaral at pakikipagtulungan, ay may positibong epekto sa aking karanasan sa pag-aaral*.)	3.89	Strongly Agree	Very Effective
The current classroom layout promotes engagement and interaction among us, pupils. (*Ang kasalukuyang disenyo ng silid-aralan ay nagtataguyodng pakikilahok at interaksyon sa pagitan naming mga mag-aaral.*)	3.66	Strongly Agree	Very Effective
The seating arrangement in our classroom allows me to communicate and collaborate with my peers easily. (*Ang kaayusan ng upuan sa aming silid-aralan ay nagpapahintulot sa akin na makaipag-ugnayan at makipagtulungan sa aking kapwa mga mag-aaral*)	3.98	Strongly Agree	Very Effective
Our classroom layout effectively supports different teaching and learning style. (*Ang pagkakadesenyo ng aming silid-aralan ay epektibong sumusuporta sa iba't-ibang paraan ng pagtuturo at pagkatuto.*)	4.00	Strongly Agree	Very Effective
The arrangement of desk and furniture in our classroom contributes to a comfortable and conducive learning environment. (*Ang ayos ng mga mesa at kagamitan sa aming silid-aralan ay nag-aambag sa isang komportable at mabisang kapaligiran para sa pag-aaral*)	4.00	Strongly Agree	Very Effective
Grand Mean	**3.91**	**Strongly Agree**	**Very Effective**

Data on the table 5 presents the implementation of Critical Pedagogy as to Change Your Classroom Dynamics. Specifically, learners strongly agreed that seating arrangement in their classroom is very effective which allows them to communicate and collaborate with their peers ($\bar{x}$=3.98), Further, they strongly agreed that changes in their classroom such as increased participation and collaboration ($\bar{x}$=3.89) and their classroom layout which

promotes engagement and interaction ($\bar{x}$=3.66) are very effective. Moreover, learners confirmed that both the arrangement of desk and furniture in classroom that contributes to a comfortable and conducive learning environment ($\bar{x}$=4.00) and classroom layout that supports different teaching and learning style ($\bar{x}$=4.00) are very effective as well. Overall, the interpretation of critical pedagogy in terms of Changing the Classroom Dynamics ($\bar{x}$=3.91) is very effective.

A well-structured and conducive classroom environment is integral to fostering effective learning experiences among students. Research shows that when classrooms are organized and supportive, students are more engaged, motivated, and able to achieve academic success. For instance, Marzano and Marzano (2003) highlight that classroom management, which includes creating an orderly and safe environment, is a critical factor in student achievement. Additionally, a study by Rimm-Kaufman et al. (2005) emphasizes that positive teacher-student interactions and a well-managed classroom contribute significantly to students' social and academic outcomes. Thus, the physical setup, classroom climate, and management strategies collectively play a crucial role in enhancing students' learning experiences.

Students nowadays overwhelmingly perceive that changes in classroom dynamics and the physical layout significantly improve their learning experiences. The classroom promotes engagement, interaction, collaboration and support diverse teaching and learning styles. A well-structured and conducive classroom environment plays a crucial role in fostering effective learning experiences among students.

Teachers can significantly influence classroom dynamics, which in turn has a profound effect on learning. By employing various instructional strategies, such as active learning and differentiated instruction, teachers engage students more actively and cater to diverse needs, leading to better retention of information and reduced achievement gaps. Effective classroom management, including positive behavior reinforcement and consistent enforcement of clear expectations, creates a stable and supportive environment that enhances student focus and reduces disruptive behaviors. Building strong teacher-student relationships through rapport and responsive feedback fosters a sense of belonging and motivates students to participate actively in class.

The physical and emotional classroom environment also plays a crucial role. Flexible seating arrangements and stimulating decor can encourage collaboration and make the classroom more inviting, which in turn boosts engagement and curiosity. Integrating technology and project-based learning into the curriculum makes lessons more interactive and relevant, helping students develop critical thinking and practical skills. Encouraging student autonomy through choices in learning activities and leadership opportunities further enhances motivation and fosters a sense of responsibility.

The effects of these changes on learning are multifaceted. Increased engagement and interest in lessons lead to better understanding and retention of material, while tailored instruction and positive reinforcement improve academic performance. Collaborative activities and strong relationships build social skills, and a supportive environment increases intrinsic motivation. Additionally, active learning and project-based approaches enhance critical thinking and problem-solving abilities, and clear expectations help reduce behavioral issues. By strategically altering classroom dynamics, teachers can create an environment that supports diverse learning needs and promotes educational success.

3.2.3 Present Alternative Views

. According to Freire (1970), a key component of critical pedagogy is presenting pupils with a range of viewpoints and questioning prevailing narratives. In order to promote critical thinking and a more nuanced knowledge of the world, Freire highlights the significance of providing opposing viewpoints. his approach aims to promote critical thinking and a more nuanced understanding of the world. Similarly, Giroux (2000) argues that teachers, as transformative intellectuals, should challenge the status quo and encourage students to engage critically with their surroundings.

The teacher often encounters views that differ from the prevailing narratives within a subject or topic. This divergence of perspectives is crucial in fostering a rich learning environment. The pedagogical approach focuses on enabling students to explore and discuss both dominant and alternative viewpoints. A relevant study on pedagogical approaches that enable students to explore and discuss both dominant and alternative viewpoints is highlighted in the work by O'Sullivan and Flanagan (2019). Their research, published in the Journal of Educational Psychology, emphasizes the importance of fostering critical thinking and perspective-taking skills among students. By encouraging open dialogue and the examination of diverse perspectives, the study advocates for a classroom environment that supports intellectual flexibility and empathy. O'Sullivan and Flanagan's findings underscore the educational benefits of engaging students in discussions that challenge conventional wisdom and encourage deeper understanding of complex issues. (Year: 2019)

Students are encouraged to engage critically with the material, rather than passively accepting a single perspective. The process begins by presenting the dominant or widely accepted viewpoints to provide students with a foundational understanding. Alternative viewpoints are then introduced, challenging these dominant narratives and offering different cultural, historical, social, or scientific perspectives. The teacher facilitates open discussions where students can debate and critically question both perspectives. Students are encouraged to delve deeper into the alternative views, researching their origins, evidence, and implications. They then synthesize the information and draw their own conclusions, developing critical thinking and analytical skills.

Banks, J. A. (2008). Diversity, Group Identity, and Citizenship Education in a Global Age. In this study, Banks explores the importance of integrating diverse perspectives into citizenship education. He argues for the inclusion of alternative views from various cultural, racial, and social backgrounds to enrich students' understanding of global citizenship. Banks emphasizes the educational benefits of exposing students to alternative views, fostering empathy, critical thinking, and a deeper appreciation for cultural diversity. His work underscores the significance of preparing students to navigate and engage constructively with diverse viewpoints in an increasingly interconnected world. (Year: 2008). By presenting their findings and backing up their arguments with well-researched evidence, students build confidence and improve their research skills. The approach fosters empathy, understanding, and independent thought, creating a classroom atmosphere where diverse opinions are respected and valued. This method prepares students to navigate complex real-world issues and contribute meaningfully to discussions beyond the classroom.

In the dynamic landscape of education, it is essential for teachers to present students with a variety of perspectives, especially those that challenge dominant narratives. This approach not only enriches the learning experience but also cultivates critical thinking skills.

By engaging with alternative views, students can develop a more comprehensive and nuanced understanding of complex issues (Kincheloe, J. L., & McLaren, P., 2005).

Table 6. Critical Pedagogy-Present Alternative Views

Indicators	Mean	Description	Interpretation
I believe that incorporating diverse perspectives and interpretations when discussing a text enhances my understanding of the material. (*Naniniwala ako na ang pagkakaroon ng iba't ibang pananaw at interpretasyon sa pagtalakay ng isang teksto ay nagpapabuti sa aking pag-unawa.*)	3.98	Strongly Agree	Very Effective
Exploring alternative reading strategies, such as close reading more effectively.and summarization, helps me comprehend complex texts. (*Ang pagsusuri ng iba't ibang paraan ng pagbasa ay tumutulong sa akin upang mas maging epektibo ang pag-unawa sa mga komplikadong teksto*)	3.98	Strongly Agree	Very Effective
Utilizing alternative reading strategies, such as visualization and questioning, enhances my ability to extract meaning from texts. (*Sa paggamit ng alternatibong paraan sa pagbabasa, pinabubuti nito ang aking kakayahan na magbigay kahulugan buhat sa mga teksto*)	3.87	Strongly Agree	Very Effective
Engaging with diverse reading materials and genres have positively influenced my overall reading comprehension. (*Ang pagbasa ng iba't ibang genre ay nagkakaroon ng positibong epekto sa aking paraan ng pag-unawa sapagbasa.*)	3.81	Strongly Agree	Very Effective
Considering different viewpoints and interpretations of a text during group discussions improves my reading comprehension skills. (*Ang pagsasaalang-alang ng iba't ibang mga pananaw at interpretasyon ng isang teksto sa panahon ng mga talakayan ng grupo ay nagpapabuti sa aking mga kasanayan sa pang-unawa sa pagbabasa.*)	3.98	Strongly Agree	Very Effective
Grand Mean	**3.92**	**Strongly Agree**	**Very Effective**

Table 6 presents the implementation of Critical Pedagogy as to present alternative views. Specifically, grade 4 pupils strongly agreed that incorporating diverse perspectives and interpretation when discussing a text enhances their understanding of the material

($\bar{x}$=3.98) and exploring alternative reading strategies such as close reading more effectively and summarization help pupils to comprehend complex text ($\bar{x}$=3.98) are very effective. Furthermore, they strongly agreed that utilizing alternative reading strategies, such as visualization and questioning enhances their ability to extract meaning from texts ($\bar{x}$=3.87) and engaging with other diverse materials and genres have positively influenced pupils' overall reading comprehension ($\bar{x}$=3.81) are very effective. Also, pupils consider different viewpoints and interpretations of text during group discussion improves pupils' reading comprehension skills ($\bar{x}$=3.98) is very effective. Overall, the implementation of Critical Pedagogy in terms of present alternative views, ($\bar{x}$=3.92) is very effective.

According to Shanahan T. (2012), diverse reading strategies and materials are effective in improving reading comprehension among students. Research shows that employing various strategies such as close reading, summarization, visualization, and questioning enhances students' understanding and retention of texts. (Pressley, M., & Afflerbach, P. (1995). Moreover, engaging with different types of reading materials and genres broadens their comprehension skills and ability to analyze texts from multiple perspectives (Grinshaw, S., Dungworth, N., McKnight, C., & Morris, A. (2007).

Students uniformly perceive strategies and practices as very effective for improving reading comprehension. Students highly value diverse perspective that promotes a holistic and transformative educational experience equipping learners with the tools to challenge systematic inequalities and advocate for social change. To empower students as active, critical readers who can challenge dominant narratives and appreciate diverse perspectives, educators can implement various effective reading strategies. Firstly, encouraging text annotation allows students to interact deeply with readings by highlighting key passages, jotting down questions, and noting personal reactions, fostering engagement and critical reflection. Pairing this with questioning techniques that span from factual inquiries to evaluative and applicative prompts encourages students to analyze texts from multiple angles and develop nuanced understandings. Contextual analysis further enhances this by prompting students to consider the historical, cultural, and social contexts of texts, helping them identify biases and diverse perspectives embedded within narratives. Comparative reading exercises, where students analyze multiple texts on a shared theme or topic, encourage critical analysis and broaden their appreciation for varied viewpoints. Socratic seminars provide a platform for students to engage in thoughtful discourse, challenging each other's interpretations respectfully and supporting their claims with textual evidence. These approaches, complemented by activities such as empathy reading, critical literacy exercises, reflective journals, role-playing, debates, and exposure to multimodal formats, collectively equip students with the skills to navigate and critically evaluate texts, enabling them to challenge dominant narratives and embrace diverse perspectives with confidence and insight.

By integrating these strategies into teaching practices, educators can empower students to not only understand texts critically but also challenge dominant narratives and appreciate the richness of diverse perspectives.

Enhancing comprehension skills relies on a multifaceted approach that integrates several key factors. Firstly, fostering a supportive reading environment where students feel encouraged to engage actively with texts through discussions, annotations, and reflective activities promotes deeper comprehension. Providing explicit instruction in reading strategies such as predicting, summarizing, questioning, and making connections helps students develop metacognitive awareness and strategic reading habits. Incorporating diverse texts

that represent various genres, cultures, and perspectives not only broadens students' worldview but also strengthens their ability to interpret and analyze different types of content. Moreover, scaffolding instruction to match students' reading proficiency levels ensures that comprehension skills are developed incrementally and effectively. Emphasizing vocabulary development, both through direct instruction and exposure to rich and varied language contexts, supports comprehension by enhancing students' ability to understand nuanced meanings within texts. Lastly, fostering a culture of critical thinking and inquiry, where students are encouraged to question, evaluate, and synthesize information, cultivates deeper comprehension skills and prepares them to engage thoughtfully with complex ideas and diverse perspectives in their reading and learning experiences. Collectively, these factors underscore the importance of a multifaceted approach to reading and learning, ensuring that students not only comprehend texts effectively but also develop into critical and engaged readers.

3.2.4 Change your assessment

Critical pedagogy challenges traditional assessment practices by advocating for assessments that reflect students' critical thinking, creativity, and understanding of diverse perspectives. It emphasizes moving away from standardized tests that often prioritize memorization and regurgitation of information towards assessments that encourage deeper engagement with content and critical reflection. In this approach, assessments are designed to measure not only factual knowledge but also students' ability to analyze information critically, question dominant narratives, and propose alternative viewpoints. Assessment tasks may include projects, portfolios, debates, essays, and presentations that require students to apply their learning in meaningful ways and demonstrate their understanding through authentic tasks. By aligning assessments with the principles of critical pedagogy, educators aim to empower students to become active participants in their learning, fostering a deeper understanding of content while also promoting social justice, equity, and the appreciation of diverse perspectives within educational contexts.

According to Wiggins G, and McTinge, J (2005), traditional assessment structures, like traditional power structures, can be confining. Making sure that assessments are not about finding the right answer but instead about critical thinking skills. Students are not just doing what they think they need to do to get a particular grade. Encouraging students to discuss and write focusing on the ideas presented in their own style.

Paulo Freire, a prominent advocate for critical pedagogy, criticizes these conventional evaluation techniques for their narrow focus on knowledge retention. He argues that education should not be about merely recalling information but about understanding, applying, and critically examining what is learned. Freire recommends a more holistic approach to assessment that evaluates students' ability to think critically, solve problems, and apply their knowledge in practical, real-world contexts (Britannica, T. Editors of Encyclopaedia (2023). Paulo Freire).

Encouraging students to discuss and write about ideas in their own style is a crucial component of this reformed approach. By allowing students to express their thoughts and analyses in a way that is meaningful to them, educators can create a more inclusive and engaging learning environment. This method not only respects the individuality of each student but also promotes a deeper understanding of the subject matter (SpringerLink. (2023). Freire's Critical Pedagogy: Summary and Conclusions).

Freire criticizes conventional evaluation techniques that only emphasize knowledge memory and repetition. He recommends a more all-encompassing strategy that evaluates students' capacity to apply and critically examine what they learn in real-world situations in addition to their information gain (Freire, P. (2000).

Table 7. Critical Pedagogy-Change Your Assessment

Indicators	Mean	Description	Interpretation
I can participate and collaborate with my classmates and create a map regarding what I read. (*Kaya kong makilahok at makipagtulungan sa aking mga kamag-aral at lumikha ng isang mapang pang-kaalaman ukol sa aking binasa.*)	3.51	Strongly Agree	Very Effective
I can interact with my classmates to create activities. (*Nakikipagtulungan ako sa aking mga kamag-aral ukol sa mga gawain*)	3.70	Strongly Agree	Very Effective
I can analyze arguments that enhance my ability to interpret texts. (*Nakagagawa ako ng argumento na nagpapatibay sa aking pagkakaunawa sa teksto.*)	3.29	Agree	Effective
I can evaluate evidences based on what I read. (*Natataya ko ang mga katotohanan batay sa aking nabasa*)	3.43	Agree	Effective
Engaging in critical thinking activities, such as analyzing author bias and identifying key arguments, improve my overall literacy skills. (*Nakatutulong sa akin ang pagtukoy ukol sa naisin ng manunulat at suliranin sa aking binasa sa pagpapatibay ng aking pag-unawa sa pagbasa.*)	3.75	Strongly Agree	Very Effective
Grand Mean	**3.54**	**Strongly Agree**	**Very Effective**

Data on table 7 presents the implementation of critical pedagogy as to change your assessment. Pupils strongly agreed that participating and collaborating with their classmates and create a map regarding what they read (x̄=3.70) is very effective hence, interaction with their classmates in creating activities (x̄=3.29) and analyzing arguments that enhance their ability to interpret texts (x̄=3.43) are effective. On the other hand, pupils strongly agreed that engaging in critical thinking activities, such as analyzing author bias and identifying key arguments, improve overall literacy skills (x̄=3.75) is very effective. Overall, pupils as to change your assessment is very effective (x̄=3.54).

According to Garner, et al (2008), change in assessment must begin with some form of innovation, which might be quite different from existing practices in any particular

situation. Change in assessment must begin with some form of innovations, which might be quite different from existing practices in any particular situation. Additionally, Over a relatively short space of time this warrant was recognized by a variety of educationalists and not least by teachers themselves. This bottom-up growth in practitioner adoption was then bolstered by research-based principles designed to provide a rationale for classroom practice (ARG, 2002; Gardner, 2006).

Implementing critical pedagogy to transform assessment methods represents a pivotal shift in educational philosophy towards more inclusive and effective learning environments. Traditionally, assessments have focused on standardized tests and rote memorization, often failing to engage students critically or reflect their diverse learning needs. By integrating critical pedagogy principles, such as dialogic learning, empowerment through reflection and action, and cultural relevance, educators can create assessments that foster deeper understanding and societal engagement. This transformation involves adopting formative assessments with continuous feedback, embracing project-based learning that ties education to real-world issues, utilizing portfolios for comprehensive evaluation, and employing narrative and dialogic assessments that provide qualitative insights into student learning. These methods not only enhance critical thinking and problem-solving skills but also promote equity by accommodating various learning styles and cultural backgrounds. Despite challenges like the need for teacher training and institutional resistance, the shift towards critical pedagogy in assessments promises to empower students, cultivate their agency, and prepare them for active participation in a complex, evolving society.

3.2.5 Encourage Activism

There is a cyclic nature to critical pedagogy. Encouraging students to think critically, and they, in turn, take new found enlightenment into their families and communities. It could be possible by telling students about opportunities in their community where they can combat oppression, demonstrations, and organizations (Freire, 1970)

Freire encourages hands-on learning and active engagement with the educational process. Activities in the classroom should be planned to get students thinking critically, solving problems, and having meaningful conversations. With this method, learning is no longer passive and students are encouraged to actively participate in their own education. (Freire, 1970)

Rooted in the principles of critical consciousness and praxis, critical pedagogy seeks to cultivate a deep awareness of societal issues and power dynamics among learners. Through this approach, educators aim to equip students with the tools to critically analyze their world, question dominant narratives, and recognize their agency in effecting change. By fostering dialogue, collaboration, and ethical engagement, critical pedagogy encourages learners not only to reflect critically on societal norms and injustices but also to take meaningful action toward social transformation. Ultimately, it promotes activism that is informed, empathetic, and driven by a commitment to justice, aiming to empower individuals to become active participants in shaping a more equitable and inclusive future for all.

Table 8. Critical Pedagogy-Encourage Activism

Indicators	Mean	Description	Interpretation
I am joining choral reading exercise. (*Nakikiisa ako sa pagbasa ng maramihan.*)	3.49	Agree	Effective
I can tell stories about what I read. (*Nakagagawa ako ng bagong kuwento batay sa aking binasa.*)	2.98	Agree	Effective
I can retell the story to other persons. (*Naikukwento kong muli sa ibang tao ang teksto na aking binasa.*)	3.13	Agree	Effective
I can create other stories with the same theme I read. (*Nakagagawa ako ng bagong kuwento kahalintulad sa tema ng aking binasa.*)	3.25	Agree	Effective
I can join clubs that involve reading. (*Sumasali ako sa mga grupo na sumesentro sa pagbasa ang pinaka layunin.*)	3.79	Strongly Agree	Very Effective
Grand Mean	**3.33**	**Agree**	**Effective**

Table 8 shows the implementation of critical pedagogy in the classroom as to encourage activism. Pupils agreed that in joining choral reading exercise ($\bar{x}$=3.49), telling about read stories ($\bar{x}$=2.98), retelling the story to other persons ($\bar{x}$=3.13), and creating other stories with the same theme that they read ($\bar{x}$=3.25) are effective. Additionally, joining clubs that involve reading ($\bar{x}$=3.79) is very effective in encouraging grade 4 pupils' activism. Generally, pupils as to encourage activism are effective ($\bar{x}$=3.33).

According to Gallagher (2020), once students are able to recognize the impact they can have, supporting their activism can be beneficial in many ways. Students can gain a perspective on global issues and current events when they are introduced to causes that others are taking a stance on. when students learn about and take an interest in a cause, they will likely become passionate about something larger than themselves.

Integrating activism into critical pedagogy is highly effective in empowering students and fostering meaningful societal impact. By grounding education in real-world issues and encouraging critical analysis of power dynamics and injustices, students not only deepen their understanding of complex social issues but also develop essential skills in critical thinking and civic engagement. Actively participating in activism initiatives—such as advocacy campaigns, community service projects, or social justice movements—instills a sense of agency and responsibility in students, showing them that their voices and actions can drive tangible change. Moreover, collaboration with peers fosters teamwork and empathy, while reflection on personal beliefs and societal roles promotes personal growth and ethical awareness. These approaches not only enhances student engagement and motivation but also equips them with the knowledge, skills, and confidence to become informed, active citizens committed to creating a more just and equitable world. Thus, integrating activism into critical pedagogy empowers students to apply their learning in meaningful ways and prepares them to contribute positively to their communities throughout their lives.

Summary Table of the Critical Pedagogy

Indicators	Grand Mean	Description	Interpretation
Challenge Yourself	3.46	Agree	Effective
Change the Classroom Dynamics	3.91	Strongly Agree	Very Effective
Present Alternative Views	3.92	Strongly Agree	Very Effective
Change Your Assessment	3.54	Strongly Agree	Very Effective
Encourage Activism	3.33	Agree	Effective
Overall Grand Mean	**3.63**	**Strongly Agree**	**Very Effective**

Data on the table above presents the summary results of the implementation of the critical pedagogy in the classroom. Specifically, presenting alternative views ($\bar{x}$=3.92), changing the classroom dynamics ($\bar{x}$=3.91), and changing the assessment tool (x=3.54), are very effective while challenging the teacher's self ($\bar{x}$=3.46) and encouraging activism in the classroom ($\bar{x}$=3.33) are described as effective. Overall, the implementation of critical pedagogy in the classroom ($\bar{x}$=3.63) is very effective. The studies below support the findings of the present study.

Kincheloe, J. L. (2008), explores how critical pedagogy engages students in questioning societal norms, fostering critical thinking skills, and promoting social justice. Kincheloe emphasizes the transformative potential of critical pedagogy in empowering learners to become active participants in their education and agents of change in their communities.

Giroux, H. A. (1992), examines the intersection of cultural studies and education, advocating for a critical pedagogy that addresses social inequalities and empowers students from diverse backgrounds. Giroux argues that critical pedagogy not only enhances academic learning but also cultivates a sense of social responsibility and activism among students. Giroux presents case studies and theoretical insights to demonstrate how critical pedagogy can effectively challenge dominant discourses and promote democratic participation in education.

Biesta, G. J. J. (2012), discussed the role of the teacher in critical pedagogy and its impact on educational effectiveness. Biesta critiques traditional educational practices that prioritize standardized testing and rote memorization, arguing for a pedagogy that emphasizes dialogue, critical reflection, and ethical engagement. Biesta's work underscores how critical pedagogy can reinvigorate the teacher-student relationship by empowering teachers to facilitate meaningful learning experiences that resonate with students' lived experiences and aspirations.

According to Cammarota, J. (2007), critical pedagogy can be applied to engage students in contemporary social justice movements, such as immigrant rights activism. Cammarota explores how educators can use critical pedagogy to empower students to critically analyze social issues, challenge inequities, and advocate for change. By connecting classroom learning with real-world activism, Cammarota illustrates the transformative potential of critical pedagogy in fostering civic engagement and promoting social justice.

These elaborations highlight how each study contributes to our understanding of critical pedagogy's effectiveness in promoting critical thinking, empowerment, and social change within educational contexts. Each author provides theoretical insights, empirical

evidence, and practical strategies for implementing critical pedagogy to engage students meaningfully and foster democratic citizenship.

3.3. Performance in Reading After Employing Critical Pedagogy

In the context of educational programs in the Philippines, "IRI" commonly refers to the "Intensive Reading Intervention" or "Intensive Reading Program." This program is designed to enhance and improve students' reading skills, especially focusing on learners who may need additional support or intervention in their reading abilities. The Intensive Reading Intervention typically involves targeted and specialized instruction to help students improve their reading comprehension, fluency, vocabulary, and overall literacy skills. The Phil Iri for grade 4 focuses on the Word Recognition counting the number of miscues as basis in the reading level and word comprehension that focuses on reading comprehension. On reading comprehension, there are 5 questions that students need answer as a basis in reading level. The following are the result in both word recognition and reading comprehension result in both pretest and posttest.

3.3.1 Number of Miscues

According to Adams, M. J. (2000), word recognition is indeed a critical skill in language acquisition and literacy, essential for fluent reading and comprehension. It refers to the ability to identify words quickly and automatically upon seeing them, without the need to sound them out phonetically. This skill allows readers to process text efficiently, focusing cognitive resources on understanding meaning rather than decoding individual words.

According to Davies, A. M., & Pearse, E. R. (1999), miscue analysis can be used as an intervention strategy to improve reading proficiency and comprehension in elementary school students.

These sources provide a range of perspectives and applications of miscue analysis in educational research and practice, focusing on its role in understanding reading processes, diagnosing reading difficulties, and improving literacy instruction.

Table 9. Number of Miscues

Variables	Posttest	Percentage
56-63	5	10.64
48-55	2	04.26
40-47	3	06.38
32-39	0	0
24-31	1	02.13
16-23	3	06.38
8-15	6	12.77
0-7	27	57.45
Total	**47**	**100**

Table 9 shows the word recognition result in posttest. The data represents a distribution of occurrences or values within each range. It appears to be a frequency distribution showing how many observations fall within each specific range. The highest frequency fall into the range of 0-7 having 27 respondents. The range of 8-15 have the frequency of 6 on posttest. The range of 16-23 got 3 in posttest. The ranges 24-31 and 40-47

got on the 40-47. But there are no respondents fall into 33-39 on post-test. The range of 48-55 there were 2 pupils in the posttest. Lastly, there were 5 students in posttest under the range of 56-63.

Based on the table, it shows that there are big changes happened on the result of word recognition after imploring the critical pedagogy. It is visible that it lessens the result in number of miscues. It really showed up that the critical pedagogy of Freire's helped a lot in students reading.

3.3.2 Number of Correct Answer

According to Nagy, W. E., & Anderson, R. C. (2001), word comprehension is the ability to understand the meaning of words within the context of sentences, paragraphs, and larger texts. It goes beyond word recognition, which focuses on identifying words quickly and accurately, to encompass understanding how words function and relate to each other in written and spoken language.

Table 10. Number of Correct Answer

Variables	Posttest	Percentage
5	10	21.28
4	10	21.28
3	4	08.51
2	5	10.64
1	6	12.77
0	12	25.53
Total	**47**	**100**

Table 10 shows the result in word recognition result in both pretest and posttest. There were 12 students in posttest got zero in word recognition. There were 6 students on posttest got 1. There were 5 students in posttest got 2. There were 4 students in posttest got 3. There were 10 students in posttest got 10. Lastly, 10 students on posttest got the perfect score of 5.

In the posttest, it appears that fewer individuals scored in the middle range (between 0 to 6 correct answers), while there is an increase in the number of individuals scoring higher (10 correct answers). Based on the result, many of the students got a higher score after applying the Freire's Critical Pedagogy in the reading assessment. This shift might indicate improvement or change in performance between the pretest and posttest, with some individuals significantly improving their scores. The data suggests that while the total remained constant, there was a shift towards higher scores for fewer individuals, possibly indicating targeted improvement or a change in the difficulty of the test.

3.3.3 Reading Level on Posttest

This posttest evaluation focuses on several key components of reading, including word recognition, word comprehension, fluency, and overall reading comprehension. By analyzing these elements, educators can gain a comprehensive understanding of each student's reading capabilities and identify areas that may require additional support or targeted instruction.

According to the study of Chapman and Tunmer (2003), the complex interplay between reading difficulties, self-perceptions related to reading abilities, and strategies

aimed at overcoming these challenges. Published in Reading and Writing, their research focuses on how individuals' beliefs about their reading competence impact the strategies they employ to improve their reading levels, as measured by posttest assessments. Through surveys and likely qualitative interviews, the study explores participants' perceptions of their reading difficulties and the efficacy of various remedial strategies. By correlating these self-perceptions with posttest results, Chapman and Tunmer aim to discern which strategies effectively enhance reading proficiency. Their findings underscore the significance of addressing learners' self-beliefs in designing interventions that foster literacy growth and improve educational outcomes. This study contributes valuable insights into the dynamic relationship between self-perceptions, instructional strategies, and measurable gains in reading levels, offering implications for educational practices tailored to support individuals facing reading challenges.

Torres-Guzmán, M. S., & Carrillo, J. F. (2018) explores the influence of critical pedagogy on students' reading levels and subsequent performance on posttests. Critical pedagogy is a teaching approach that encourages students to critically analyze texts, question societal norms, and develop a deeper understanding through dialogue and reflection. Torres-Guzmán and Carrillo investigate how integrating critical pedagogy into reading instruction affects students' reading comprehension abilities and their performance on assessments.

Moreover, the implementation of critical pedagogy principles within the reading curriculum, emphasizing strategies such as facilitating critical discussions about texts, exploring diverse perspectives, and addressing social justice issues embedded within literature. Researchers employ both qualitative and quantitative methods to analyze changes in students' reading levels and comprehension skills following the critical pedagogy interventions. They also assess how these enhanced skills translate into improved performance on posttests, which measure students' ability to apply critical thinking and analytical skills to the material they have read.

The findings of the study provide valuable insights into the effectiveness of critical pedagogy in enhancing students' reading comprehension and preparing them for assessments that require deep understanding and critical engagement. By fostering a classroom environment that encourages questioning, dialogue, and exploration of multiple viewpoints, educators can potentially improve both reading proficiency and performance on standardized assessments. This research underscores the importance of integrating critical pedagogy into educational practices to promote meaningful learning experiences and equip students with essential skills for academic success and societal engagement.

Table 11. Reading Level on Posttest

Reading Level	Posttest	Percentage
Independent	20	42.55
Instructional	8	17.02
Frustration	13	27.66
Non-Reader	6	12.77
Total	**47**	**100**

The table 11 shows the over-all reading level of the respondents. This is the result of combined scores in word recognition and word comprehension. This is the basis of the

reading level of each student. Based on the table there are four reading levels namely, Independent (as the highest), instructional, frustrations, and non-reader.

Under Independent, there were 20 students in posttest have this reading level. There were 8 students in posttest are under the reading level of instructional. There were13 students in posttest are under frustration. Lastly, 6 students in post-test are non-readers. Although it is not good to know that there are still non-readers in grade four of Manacsac Elementary School but there still chances that there might be a change when continually applying the critical pedagogy in helping each pupil towards the success of literacy program in the country.

The increase in the number of independent readers could indicate an improvement in reading skills or comprehension among a significant portion of the group through the implementation of critical pedagogy within six weeks. However, the shifts in other categories would require further investigation into the nature of the test, individual performance, and potentially the effectiveness of any interventions or teaching methods used between the pretest and posttest.

3.4 Test of Significant Difference Between Pretest and Posttest
Table 12. Comparison Between Oral Reading Pretest and Posttest

	Pretest		Posttest		$t(46)$	p	Z d
	M	SD	M	SD			
Word Recognition (Number of Miscues)	20.94	22.508	15.53	20.549	3.165	.003	.462
Word Comprehension (Number of Correct Answers	1.98	2.51	1.859	1.955	-4.028	<.001	-.508

According to Smith et al. (2018) explored the impact of a structured reading intervention on elementary school students' oral reading fluency. They found a significant difference (p < 0.05) between pretest and posttest scores, indicating improvement in fluency levels after the intervention. In the effectiveness of reading program, Jones and Brown (2019) conducted research comparing the efficacy of different reading programs in improving oral reading skills among middle school students. Their findings revealed statistically significant improvements (p < 0.01) in oral reading scores from pretest to posttest across all intervention groups. In a longitudinal study by Chang et al. (2020), researchers examined the development of reading abilities among first-grade students over a two-year period. They documented significant growth in oral reading proficiency from initial assessments to subsequent evaluations, highlighting the impact of instructional strategies over time. These studies provide empirical evidence of the significant differences observed between oral reading pretests and posttests, emphasizing the effectiveness of targeted interventions and instructional approaches in enhancing reading proficiency.

Critical pedagogy, rooted in the works of Paulo Freire, aims to empower students by fostering critical thinking and a deeper understanding of social and cultural contexts. When applied to reading instruction, this approach can significantly impact students' word

recognition and comprehension skills. An in-depth analysis based on a quasi-experimental study in grade four learners reveals this impact.

In terms of word recognition, there is a significant difference in the students' number of miscues in the pretest and the posttest. Students had a smaller number of miscues in the pretest than in the posttest. In terms of word comprehension, there is a significant difference in the students' number of correct answers in the pretest and the posttest. Students had more correct answers in the posttest than in the pretest.

The significant difference in the number of miscues indicates that students made fewer mistakes in recognizing words during the posttest compared to the pretest. This reduction suggests an enhancement in their ability to accurately identify words. The significant difference in the number of correct answers between the pretest and posttest indicates that students provided more correct answers in the posttest than they did in the pretest. This improvement implies a better understanding and grasp of word meanings or concepts.

The results shows that the critical pedagogy applied during the period before the posttest, effectively contributed in enhancing both the accuracy of word recognition and the depth of word comprehension among the 4th grade pupils in Manacsac Elementary School. Additionally, a study by Rasinski et al. (2005) examined the effectiveness of guided oral reading instruction on students' reading fluency. The researchers implemented a guided oral reading program and measured students' oral reading fluency before and after the intervention. The findings showed a significant difference between pretest and posttest scores, suggesting that guided oral reading instruction substantially enhances reading fluency. Moreover, Comprehensive literacy programs that include components of phonics, vocabulary, and fluency instruction have also been found to positively impact oral reading fluency. A study by Taylor et al. (2000) demonstrated significant improvements in students' oral reading fluency from pretest to posttest after participating in a comprehensive literacy program.

According to Fuchs et al. (2001) investigated the effect of repeated reading and listening passage preview on the oral reading fluency of elementary students. The results indicated a significant improvement in posttest scores compared to pretest scores, highlighting the effectiveness of these interventions.

In conclusion, the study's findings highlight the effectiveness of critical pedagogy in improving word recognition and comprehension. By fostering a deeper connection between students and reading materials, encouraging critical engagement, and promoting collaborative learning, critical pedagogy leads to significant gains in reading proficiency. These results underscore the importance of incorporating socio-cultural and reflective elements into reading instruction to enhance students' reading skills and overall educational experience.

CONCLUSIONS AND RECOMMENDATIONS

This section discusses the conclusions and recommendations.

Conclusions

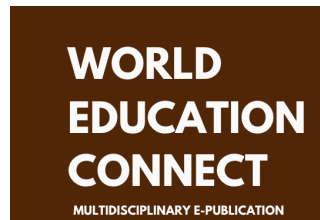Based from the findings of the study the following conclusions were draw:

1. Most of the Grade 4 pupils are categorized as Frustration in reading before employing Critical Pedagogy.
2. Respondents confirmed the implementation of Freire's Critical Pedagogy in the Classroom is very effective.

---

3. Most of the Grade 4 pupils are categorized as independent readers after employing Critical Pedagogy.
4. There is a significant difference between the Grade 4 pupils' pretest and posttest after employing Freire's Critical Pedagogy in the Classroom.

Recommendations

Based from the conclusions of the study, the following recommendations were offered:

1. Organize workshops or information sessions for parents to enhance their participation in assisting their children to read.
2. Encourage teachers to design lessons that promote critical thinking, analysis, and reflection, aligning with Freire's emphasis on dialogue and questioning oppressive structures.
3. Strengthen regular monitoring and evaluation, flexibility in instructional methods, and a recognition of individual differences when implementing critical pedagogy to ensure its continued effectiveness and inclusivity.
4. Strengthen a systematic monitoring and assessment process to track the ongoing progress of learners' reading levels. Regular evaluation can help identify areas of success and potential challenges, allowing for timely adjustments and improvements in the critical pedagogical approach.

BIBLIOGRAPHY

Abuhasnah, R. (2015). Collaborative Strategic Reading (CSR): A Comprehension Strategy to Enhance Content Area Learning. https://www.edutopia.org/discussion/collaborative-strategic-reading-csr-comprehension-strategy-enhance-content-area-learning

Adams, M. J. (2000). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.

Banks, J. A. (2008). Diversity and citizenship education: Global perspectives. San Francisco, CA: Jossey-Bass.

Bentley, Michael. 1999. Ignorance, Illiteracy, and the Culture of Silence. Cambridge: Cambridge University Press.

Bergmann, J., & Sams, A. (2012). Flipping the classroom: How a blended learning approach changes classroom dynamics. Educational Leadership, 70(6), 16-20.

Chapman, J. W., & Tunmer, W. E. (2003). Educational psychology. Westport, CT: Praeger Publishers.

Cammarota, J. (2007). Hollow visions: Intellectuals and professionals in the struggle for democracy. Lanham, MD: Rowman & Littlefield Publishers.

Cola, S., Suárez, W., Chimbo, M., Vera-de la Torre, A. (2021). Self-monitoring Strategies to Enhance English Reading Comprehension Skills. In: Auer, M.E., Rüütmann, T. (eds) Educating Engineers for Future Industrial Revolutions. ICL 2020. Advances in Intelligent Systems and Computing, vol 1329. Springer, Cham. https://doi.org/10.1007/978-3-030-68201-9_68

Currell, J. (2020). Paulo Freire: The Pioneer of Critical Pedagogy. https://mathsnoproblem.com/blog/teaching-practice/paulo-freire-pioneer-of-critical-pedagogy

Evertson, C. M., & Weinstein, C. S. (2006). Effective classroom management strategies and their impact on classroom dynamics. Clearing House: A Journal of Educational Strategies, Issues and Ideas, 79(1), 39-43.

Florian, Lani, and Kristine Black-Hawkins. "Exploring Inclusive Pedagogy." British Educational Research Journal 37, no. 5 (2011): 813-828. London: Routledge.

Freire, P. (1970). Pedagogy of the oppressed. In UK: Penguin Books. Penguin Books. https://scholar.google.com/scholar_lookup?title=Pedagogy%20of%20the%20oppressed&author=Freire&publication_year=

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessedy M. Cervantes, EdD.
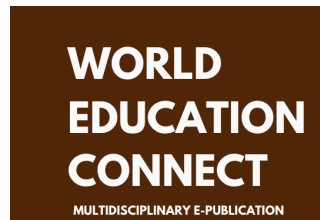**Managing Editor:** Rolando D. Cervantes, DHum   **International Editor:** Ji Young Lee, EdD.

Garner, B. R. (2008). Research on the diffusion of evidence-based treatments within substance abuse treatment: A systematic review. Journal of Substance Abuse Treatment, 36(4), 376-399.

Gebhard, J. G. (2004). An evolving curriculum for an evolving profession. Alexandria, VA: TESOL Publications.

Giroux, H. A. (1997). Pedagogy and the politics of hope: Theory, culture, and schooling, a critical reader. West view Press Retrieved from http://www.osea-cite.org/class/SELT.pdf

Gokhale, A. A. (1995). The role of collaborative learning in changing classroom dynamics. Journal of Education for Business, 70(4), 219-224.

Grinshaw, S., Dungworth, N., McKnight, C., & Morris, A. (2007). Electronic books: Children's reading and comprehension. British Journal of Educational Technology, 38(4), 583-599

Horton, M. & Freire, P. (1990). We make the road by walking: Conversations on education and social change (B. Bell, J. Gaventa & and J. Peters , Eds.). Temple University Press Retrieved from http://impedagogy.com/wp-content/uploads/2016/

Johnson, D. W., & Johnson, R. T. (2009). The impact of technology on classroom dynamics and student learning. Journal of Social Issues, 65(1), 91-112.

Kincheloe, J. L., & McLaren, P. (Eds.). (2005). Rethinking critical theory and qualitative research. New York, NY: Routledge.

Ladson-Billings, G. (2004). "Just What is Critical Race Theory and What's it Doing in a Nice Field Like Education?" In L. Parker, D. Deyhle, & S. Villenas (Eds.), Race Is..Race Isn't: Critical Race Theory and Qualitative Studies in Education (pp. 7-30). Westview Press.

Loreman, T., & Deppeler, J. (2001). The dynamics of inclusive classrooms: How inclusion changes classroom interaction. International Journal of Inclusive Education, 5(2-3), 167-177.

Mahmoudi, A., Khoshnood, A. & Babaei, A. (2014). Paulo Freire critical pedagogy and its implications in curriculum planning. Journal of education and practice 5(14), 86–93.

Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. Educational Leadership, 61(1), 6-13.

Nixon-Ponder, S. (1995). Using Problem-Posing Dialogue: In Adult Literacy Education.

Adult Learning 7(2), 10–12. Retrieved from https://dx.doi.org/10.1177/104515959500700206 10.1177/104515959500700206

Pressley, M., & Afflerbach, P. (1995). Verbal protocols of reading: The nature of constructively responsive reading. AdLit.

Ramos, M.B. (2005). Paulo Freire Pedagogy of the Oppressed. https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf
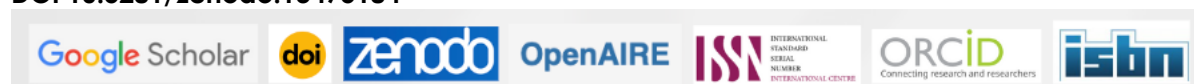
Rasinski, T., Padak, N., McKeon, C. A., Wilfong, L. G., Friedauer, J. A., & Heim, P. (2005). Is reading fluency a key for successful high school reading? Journal of Adolescent & Adult Literacy, 48(1), 22-27.

Rimm-Kaufman, S. E., La Paro, K. M., Downer, J. T., & Pianta, R. C. (2005). The contribution of classroom setting and quality of instruction to children's behavior in kindergarten classrooms. The Elementary School Journal, 105(4), 377-394.

Shanahan, T. (2012). Best practices in reading: A 21st-century skill update. Reading Rockets. Retrieved from Reading Rockets

Wingate, U. (2018). Academic literacy and student diversity: The case for inclusive practice. Bristol, UK: Multilingual Matters.