

## **An Overview of the Current Literacy Pedagogy**

Teaching takes place when there is communication between the teacher and the learners. The learners interact with the teacher, follow instructions and get the results of learning new ideas. The teacher enhances effective communication to ensure that learning takes place. However, there are several ways of teaching. They employ different strategies and are implemented in various ways in the class room. The methods, in this case, are didactic, functional, critical and authentic teaching methods. The learners should get the desired results of learning with whichever method is employed by the teacher in the classroom. The didactic teaching method is teacher centered, and hence the students pay much attention to what the teacher delivers in class (Sievers, 2008). There is much concentration on the students to ensure that they apply what they are taught in a general context. Authentic allows the students to express themselves and hence there is a high interaction between the teacher and the students. The student learns from the natural needs, experience and occurrences in functional teaching. The knowledge is enacted from nature and employed to solve problems in life. In critical teaching, the students now get motivated with what they have learned and apply it in real life situation to buy their freedom and consciousness. This is a practical part of learning. Teaching methods plays an essential role in the development of skills, consciousness, freedom and self-expression in learners. With the four teaching methods co-currently applied in the learning process, the learner gets the learning outcomes. However, putting too much emphasis on one teaching method and ignoring the rest may not bring the desired learning outcomes (Brain, 2002).

Didactic teaching is based on the knowledge being from one source which is the teacher. The teacher does not allow the students to participate in the classroom by asking questions.

According to Weyers (2007) the learners remain silent in the class and listen carefully to the teacher without asking any question. The words from the teacher are believed to be fine and the best. The student's role is didactic teaching is open, passive and unquestioning. For instance, storytelling is used in didactic teaching. The teacher narrates a story as the learners listen carefully without questioning. Lecturing is also employed in didactic teaching. The teacher does not necessarily tell the students when to write notes, the teacher lectures, and the student take down the notes they feel they are important to them. There are no opportunities for clarifying any point from the teacher. If the student misses a point, they feel that it is too unfortunate because it is the responsibility of the student to pay attention (Gordley, 2011).

The teacher also uses an analogy in teaching. This involves comparison. The teacher compares two arguments, criticizing one and supporting the other and this way the learner is convinced that the supported idea is the best. As a result, the information from the supported an argument is viewed as the best by the learner. Parable is also employed in the analogy. The teacher narrates a story in the form of a parable to the learners. The parable does not have a direct meaning, but the learner should make an analysis ad interpretation to the real meaning. The learner gets lessons and applications from the parables. Similes are also part of analogy where the comparison is also employed. In a classroom situation, the teacher can also use aphorism, which are statements full of humor and facts. These statements do not require questioning. They are self-explanatory, and the learner gets moral lessons from them. For instance, *a man who removes a mountain starts by taking away small stones*. The students use the aphorism in decision making and problem solving. The role of the students is to listen and internalize the aphorism from the teacher as confirmed by Ruys (2008). The evaluation in didactic learning is done by giving the learners an exam to write. In the exam, their ability to

memorize the content rather than understand is evaluated. The method is exam oriented. The learners may be frustrated they do not pass the exams.

The benefits of didactic teaching are that it can serve a large population of students. For instance, one teacher can lecture a group of thousand students. As a result, it is time saving. Little time is required in didactic teaching. The method is also cheap. Fewer resources are required in didactic learning. In didactic learning, the teacher acts as the authoritative figure in a classroom situation and hence is considered the most affordable method of teaching. In didactic teaching. The teacher can deliver much information at a go. Therefore, the teachers can cover the syllabus early enough by using didactic teaching (Murray, 2002).

However, the teacher is not able to identify the weaknesses of the students by using didactic teaching method. The teacher makes an assumption that all the student belongs to the same ability to learn. The slow learners are disadvantaged because they cannot clarify any information they do not understand from the teacher. The students are not engaged intellectually in learning. The method is tedious because it is principled to get the attention of the students. Mind. The students with low concentration power loss focus in class. They do not benefit from the information delivered by the teacher n classroom. For higher orders of thinking such as analysis, application, and synthesis, are not covered in didactic teaching. The teacher only bases her or his arguments on the theoretical point of view which the students may not be conversant with. Some topics require more time and practical for the students to understand better. Didactic teaching highly employed the listening skills. This may be disadvantageous to students with hearing impairment. Prichard & Sawyer, (2004) suggest that the students also lose concentration very fast in didactic teaching. Once the students are not engaged in active activities, they get bored and lose focus in class.

Authentic teaching is more student centered. The students apply what they learn in class in real life situation to solve problems and make decisions. Therefore, in authentic teaching, the teacher is the instructor but the students are actively engaged in practical activities. For instance, in chemistry class, the topic being acids and bases, the students are taught on how the base can neutralize the acid. In real life situation, a student is suffering from an acid reaction in the stomach and the students are asked to provide the necessary solution. The solution is administering a base to the patient. This can be done practically by reacting an acid, and a base and neutralization is seen to take place. Similarly, students may theoretically learn on marketing skills and then practically asked to go outside class to practice the skills learned. The customers may be teachers and other non-teaching staffs. The teacher asks the students to have groups of five and sell their goods and services to the teachers. The services could be insurance services, banking, and beauty. The teacher monitors the students to evaluate whether they got the information on marketing skills (Kolencik & Bernadowski, 2007). Therefore, in authentic teaching, the students are actively engaged in practical activities in real life situation. The role of the teacher is to give guidelines and instructions to the pupils.

Simulation-based learning is also an example of authentic learning. The students, in this case, are given the role to play as a particular character. For instance, in literature, the students can act as the characters in the story. The student develops confidence and effective communication skills. Student created media also serves the purpose of authentic learning. The students employ the current technology to design websites, create photographs and even construct animations. This way the students develop their skills. The teacher guide the students where necessary as confirmed by Gay, (2010). The students can also collect their data, make investigations and come up with the results and recommendations.

Students get more motivated when they realize that what they are learning is applicable in their daily lives. The students also succeed in their careers in colleges. The student develops a positive attitude in what they are doing in college, and they are likely to succeed in their adulthood (Ur, 2004). The students also develop skills and deeper understanding of the contents of practical application. Students are also exposed to different settings in learning. They do not entirely think of what happens in class but are exposed to different aspects of life. The child gets prepared to face real life outside school (Danielson, 2008).

However, authentic teaching is time-consuming. The method requires a lot of time and hence the students may not be able to cover the syllabus in time. Authentic teaching also requires much learning and teaching resources. As a result, the method is regarded to be expensive for simple institutions. The students also get the very deep content of knowledge that they apply in their daily life in problem solving and decision making as suggested by Harvey & Goudvis, (2007). The students may also be tempted to use the internet and technology provided for other reasons such as pornography that is not helpful to them.

In functional teaching, the student is viewed as a respectable being and his or her interests too should be respected. In functional teaching, school is viewed as a conducive environment where the student can develop her or his interests. The child is able to learn from social instruction and the needs that arise from nature (Klein-Vogelbach, 2010). The child is not forced to the goods of work but is self-driven. The environment in which a child grows is very essential and hence should be made effective so that the child is self-driven to the goods of life. The role of a teacher in the classroom is observation. The teacher observes the learner, identifies his or her area of interest and works on the particular field to make the student perfect. For instance, in a football academy, the students concentrates particularly on how to play football. The same case

in a music academy where the learner improve on making their voices the best. Therefore, functional teaching is based on self-drive from the student. The learner is not motivated to learning by external forces such as punishment and rewards. Instead, the self-driven motive prompts the student to achieve his or her educational goals. The teacher stimulates moral and spiritual needs of the student. Lecturing is not part of functional teaching. There are no exams to test evaluation and achievement in functional teaching; the achievements are evaluated periodically and summarized by the end of the year. According to Drumheller, (2002) morals and ethics are emphasized in functional teaching so that the student can fit in the social world.

The benefit of functional teaching is that the student can pursue his or her area of interest. The interest is self-driven in this case, and, therefore, the student is likely to perform well in the social world. Functional teaching also enables the learner to have a self-driven motive in a future career. The learner is able to solve problems and make decisions from the skills and knowledge gained from functional teaching. The students also acquire ethics and morals that enable them to be effective in their moral interaction. They can, therefore, fit in all aspects of social life. However, when the students are not closely monitored, they can lose focus. The method is also time consuming. It takes the teacher much patience to identify the talents and areas of interest of students (Scales, Briddon, & Senior, 2013).

In critical teaching, the power in the classroom is distributed among the pupils. As a result, the students can develop their intellectual abilities in their everyday life as confirmed by Shor, (2007). Discussions of the contents learned in class in relation to the real world experience is highly applied. The teacher's role is mobile in the classroom. For instance, a debate is used in critical thinking. The topic reflects the real life situation and the students make an argument from the knowledge learned in class. The students develop confidence and communication. Science

and mathematics contest is also done in entering schools where students from different schools, at the same level come together to discuss questions presented to them by their teachers. The teacher maintains order and directs the students. The students relate the knowledge they gain in class to power and freedom (Shor, Empowering education : critical teaching for social change, 2002).

Critical teaching leads to success in school academics. The learner develops creativity that is employed in school work and hence leading to academic success. The learner also excels in the profession. The learner develops the skills to makes solid decisions and efficient methods of solving problems. The learner considers many factors before rushing to making a decision. Critical teaching also enables the student to have less social conflict. The learner understands why different people behave in different ways and is able to relate well with them by according them the respect they deserve (Kecht, 2002). However, critical teaching can make the learner confused at some point. The student may start to question even his or her faith. This may lead to confusion. According to Dozier, Johnston, & Rogers, (2006) the debates on some topics may also confuse the arguments of the students.

In conclusion, learning methods should be critically evaluated before they are implemented in classroom teaching. Didactic instruction is teacher centered, and hence the learners are passive. The students are assessed on how much they memorized the content in class. The method is cheap to use and can serve a large population of students. However, the concentration span of pupils is microscopic and hence many learners lose focus. In authentic learning, the students practically apply the knowledge they gain from class and hence get more depth of knowledge. However, authentic is time consuming and expensive too. Functionalism based on the self-driven motive of the student. The student is not motivated by external drives

such as punishment and rewards but by the internal commitment and drive. The teacher takes patience to observe and help the student grow his or her area of interest. It is time consuming and expensive method to use in classroom teaching (Brookfield, 2012). Critical teaching develops skills in creativity, problem solving and decision making in a student. Therefore, for practical learning, all the teaching methods should be employed to ensure that the student gets the desired learning outcomes.

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