

**Paulo Freire's Critical Pedagogy in the Classroom:
Promotion of Critical Thinking in South African English
First Additional Language (FAL) Students**

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KEYWORDS. Cooperative Learning. Pedagogy. Problem-Posing Method. Students' Questions

ABSTRACT This study investigated the use of Paulo Freire's critical pedagogy in an English (FAL) classroom and its implications in order to promote students' critical thinking skills and to improve English (FAL) lecturers' teaching practice. A qualitative approach with open-ended questionnaires and unstructured interviews were used to collect data. The research population of this study included eight first-year English (FAL) students and eight final-year student-teachers whose home language is Xhosa, Zulu or Sesotho, with English as their medium of instruction, as well as four lecturers with the home languages of Xhosa, Zulu or Sesotho, majored in English at teacher-training. Results indicate that cooperative learning, students' questions, and problem-posing methods as instructional cues play a significant role in stimulating students' participation in the discussion of the topic and problems related to the content. This study recommends that lecturers should ensure that teaching and learning objectives manifest collaborative activities inclined to a social constructivist approach.