

Developing Critical Awareness Through Dialogic Engagement

for Social Justice in EFL Classrooms

Deependra Rijal

A Thesis for the Degree of Master of Philosophy in Education

Submitted to

Graduate School of Education

Faculty of Education

Tribhuvan University

Kathmandu

August, 2025

Developing Critical Awareness Through Dialogic Engagement

for Social Justice in EFL Classrooms

Deependra Rijal



A Thesis for the Degree of Master of Philosophy in Education

Submitted to

Graduate School of Education

Faculty of Education

Tribhuvan University

Kathmandu

August, 2025

**Developing Critical Awareness Through Dialogic Engagement
for Social Justice in EFL Classrooms**

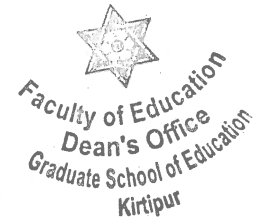
Submitted by

Deependra Rijal

M. Phil Education in English

T.U. Regd. No.: 9-2-375-4-2001

Examination Roll No: 00892



A Thesis for the Degree of Master of Philosophy in English Education

Submitted to

Graduate School of Education

Faculty of Education

Tribhuvan University

Kathmandu

August, 2025

Abstract

In the context of Nepal, English is not only a compulsory subject but also the primary medium of instruction in the majority of private and public educational institutions.

Despite this, a significant disparity persists in students' English language proficiency, largely due to unequal access of resources and opportunities to participate in the educational activities. This gap is particularly pronounced among learners from marginalized communities. As Canagarajah (1999) argues, the global dominance of English often reinforces the marginalization of learners' cultural identities and contributes to the reproduction of inequalities within educational systems.

This study, *Developing Critical Awareness Through Dialogic Engagement in EFL Classrooms for Social Justice*, examines how social inequalities manifest in Nepalese EFL classrooms and explores the potential of dialogic pedagogy to foster critical awareness among learners. The prevailing culture of silence, fear, and power imbalance especially affects disadvantaged and poor students, so the research aims to promote both speaking proficiency in English and social justice. The findings highlight dialogic engagement as a transformative approach for creating more inclusive and equitable language learning environments

The researcher adopted a Critical Participatory Action Research (CPAR) methodology, emphasizing collaborative and reflective practices designed to empower students. The study was conducted in a public school in Nepal, involved forty-one ninth-grade students from diverse cultural, linguistic, and socio-economic backgrounds. Data collection methods included informal discussions, field notes from classroom observations, participants' reflections, focus group discussions, and written responses.

The study also examined evidence of social injustices through multimodal writings, surveys, and observations. Data were recorded via mobile devices and field notes, then analyzed using a thematic approach to identify key patterns in the dialogue, texts, and reflections related to the English language, critical awareness, and social justice. A triangulated analysis of data from observations, recordings, interviews, and written reflections was conducted to ensure comprehensive findings.

The findings of the study were organized into five primary themes: (1) manifestations of social inequalities in EFL classrooms, (2) transformative practices for student engagement, (3) dialogic engagement for promoting social justice and English proficiency, (4) addressing diversity to ensure social justice, and (5) fostering critical awareness to uphold social justice in classrooms. The study underscores the importance of addressing social inequalities through inclusive pedagogical practices, which not only enhance language proficiency but also promote equitable participation and empower learners.

The study highlights the importance of transformative activities such as "Logic of the Day," Fishbowl Discussions, opinion and reason generators, Socratic Seminars, and problem-posing—in promoting critical awareness through dialogic engagement. It establishes that critical engagement fosters critical thinking, which in turn supports the development of critical awareness. Achieving justice in the classroom requires embracing diversity, valuing student voices, offering scaffolding, and fostering a culture that questions injustice. True classroom justice is realized when students' identities, knowledge, and abilities are acknowledged and respected. Meaningful dialogic opportunities not only improve English proficiency but also empower students to become advocates for social justice.

©Deependra Rijal

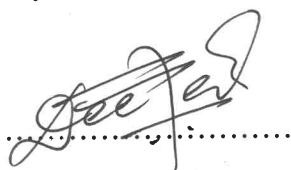
2025

All rights reserved

Declaration

I hereby declare that this thesis is my own original work and it has not been submitted for candidature for any other degree.

I understand that my thesis will become a part of permanent collection of Tribhuvan University Library. My signature below authorizes release of my thesis to any readers upon request.


A handwritten signature in cursive script, appearing to read 'Deependra Rijal', written over a horizontal dotted line.

Deependra Rijal

August 9, 2025 (2082-04- 24)

Recommendation Letter

The undersigned certify that I have read and recommended his thesis to the Research Committee of the faculty of Education, Tribhuvan University for acceptance, a thesis entitled '**Developing Critical Awareness Through Dialogic Engagement for Social Justice in EFL Classrooms**' submitted by **Deependra Rijal** in the partial fulfilment of requirements for the degree of **MASTER OF PHILOSOPHY IN EDUCATION** with specialization in english.



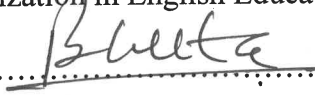
Prof. Tara Datta Bhatta, PhD.

Thesis Supervisor

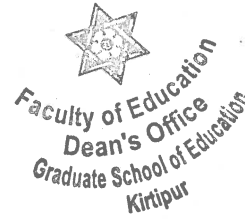
August 9, 2025 (2082 - 04 - 24)

Approval for the Research

We, Research Guideline Committee have approved this thesis entitled 'Developing Critical Awareness Through Dialogic Engagement for Social Justice in EFL Classrooms' for the degree of Master of Philosophy in Education with specialization in English Education.



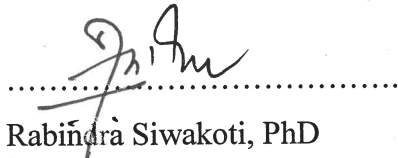
Prof. Tara Datta Bhatta, PhD
Supervisor
Graduate School of Education, TU




Balaram Adhikari, PhD
External Examiner
Tribhuvan University, Nepal



Surya Sigdel, PhD
External Examiner
Tribhuvan University, Nepal



Rabinra Siwakoti, PhD
Director, Graduate School of Education, TU



Prof. Bed Raj Acharya, PhD
Dean and Chair, Research Committee, Faculty of Education
Tribhuvan University, Kirtipur, Kathmandu, Nepal
August 9, 2025 (2082 - 04 - 24)

Dedication

Dedicated to

My Living Goddess; My Mother,

Mrs. Dhana Kumari Rijal

&

My Beloved Wife,

Mrs. Rekha Regmee

Acknowledgements

First of all, I would like to express my sincere and heartfelt gratitude to my respected guru and thesis supervisor, Prof. Dr. Tara Datta Bhatta, for his untiring and scholarly guidance and constructive suggestions from the inception to the completion of this thesis. I really enjoyed working under his mentorship and supervision.

Moreover, I would like to express my profound gratitude to Prof. Dr. Bed Raj Acharya, Dean, Faculty of Education, TU, and Dr. Rabindra Sibakoti, Director, Graduate School of Education, for their inspiration and guidance in accomplishing this research. Similarly, I deeply appreciate the unwavering and continuous academic and professional support to Dr. Balaram Adhikari and Dr. Surya Sigdel for their constructive guidelines and feedback as external examiners.

I'm highly indebted to Prof. Bal Mukunda Bandari, Ph.D., Dr. Prem Phyak, Prof. Dr. Binod Luitel, Prof. Dr. Peshal Khanal, Dr. Gopal Prasad Pandey, Dr. Kamal Prasad Devkota, Dr. Hari Maya Sharma, Dr. Indra Mani Rai, Dr. Ramesh Adhikari, Dr. Tek Mani Karki, and Associate Prof. Dr. Purna Bahadur Kandel and the entire members of the research committee for their inspirations as well as invaluable suggestions and guidance during this research.

I am equally grateful to my colleagues and parents for their commendable support. Further, special thanks go to my dearest wife, Rekha Regmee, for her praiseworthy support and coordination in accomplishing my M.Phil in English Education

Deependra Rijal

Table of Contents

<i>Abstract</i>	<i>i</i>
<i>Declaration</i>	<i>iv</i>
<i>Recommendation Letter</i>	<i>v</i>
<i>Approval for the Research</i>	<i>vi</i>
<i>Dedication</i>	<i>vi</i>
<i>Acknowledgements</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Abbreviations</i>	<i>xiii</i>
<i>List of Tables</i>	<i>xiv</i>
<i>List of Figures</i>	<i>xv</i>
Chapter : 1	1-16
Introduction	1
Background of the Study	1
Motives for Conducting this Study in the EFL Classroom.....	5
Statement of the Problem.....	7
Rationale of the Study.....	10
Objectives of the Study	12
Research Questions	13
Delimitations of the Study	13
Operational Definitions of the Key Terms.....	14
Chapter : 2	17-39

Reviews of Related Literature	17
Review of Related Theoretical Literature.....	17
Theory of Social Constructivism.....	17
Transformative Learning Theory	19
Mikhail Bakhtin's Theory of Dialogism.....	20
Strategies to Foster Critical Thinking/Awareness.....	21
Multimodal Writing	22
Dialogic Engagement	23
Social Justice Education.....	26
Reviews of Related Empirical Literature.....	28
Research Gap.....	27
Implications of the Review for the Research.....	35
Conceptual Framework.....	39
Chapter: 3.....	40-48
Research Methodology	40
Philosophical Underpinnings	40
Study Design.....	42
Theoretical Context and Framework	43
Study Site.....	45
Research Participants	45
Sampling Procedures	45
Data Collection Tools and Techniques	45

Exploratory Phase	46
Execution of CPAR.....	46
Phase I: Planning.....	46
Phase II: Acting.....	46
Phase III: Observation.....	47
Phase IV: Reflection.....	47
Data Analysis Procedures	47
Validation and Ethical Considerations.....	48
Chapter: 4.....	49-92
Execution of Critical Participatory Action Research.....	49
Exploratory Phase	49
Execution Phase.....	53
<i>Cycle I: Becoming Logical and Argumentative through Dialogic Engagement.....</i>	<i>53</i>
<i>Cycle II: Injustice Seeking Through Dialogic Engagement.....</i>	<i>66</i>
<i>Cycle III: Developing Critical Awareness Through Dialogic Engagement.....</i>	<i>79</i>
Chapter: 5.....	93-113
Results and Discussions	93
Manifestation of Social Inequalities in EFL Classrooms	93
Transformational Practices for Critical Awareness and Student Engagement	96
<i>Role of Teacher and Learner</i>	<i>97</i>
<i>Pedagogical Shift</i>	<i>99</i>

<i>Change in Teaching and Learning Strategies for Developing Critical Awareness</i>	100
Dialogic Engagement for Social Justice and English Proficiency	102
Addressing Diversity for Social Justice	106
Generating Critical Awareness for Maintaining Social Justice in Classrooms	109
Chapter: 6	114-120
Conclusion and Implications	114
Conclusion	114
Implications	116
<i>Policy Level</i>	116
<i>Practice Level</i>	118
<i>Further Research</i>	119
References	121-130
Appendices	131-139
Appendix A : Classrooms Observation Findings	131
Appendix B : Participants' Responses at the Evidences of Social Injustices.	132
Appendix C : Samples of Participants' Reflections	134
Appendix D : Some Sample Lesson Plans	136
Appendix E : Writing Diaries	139

List of Abbreviations

EFL	English as a Foreign Language
ELT	English Language Teaching
PAR	Participatory Action Research
CPAR	Critical Participatory Action Research
EMI	English as a Medium of Instruction
ZPD	Zone of Proximal Development
PAOR	Plan, Act, Observe, Reflect
4Cs	Critical Thinking, Communication, Collaboration and Creativity
ORS	Oral Rehydration solution

List of Tables

Table 1. <i>Plan for Intervention Strategies for Stage I</i>	51
Table 2. <i>Plan for Intervention Strategies for Stage II</i>	64
Table 3. <i>Plan for Intervention Strategies for Stage III</i>	77
Table 4. <i>List of Items Necessary to Carry to Reach on the Top of the Forest</i>	79
Table 5. <i>Things Which are the Most Crucial That we Need to Pack for our Trip</i>	81
Table 6. <i>List of Items that one should not Pack for a Trip</i>	82
Table 7. <i>List of Things Which are Essential to Maintain Social Justice</i>	83

List of Figures

Figure 1. <i>Sample of Evidences Brought by Students about Classroom</i>	47
Figure 2. <i>Students' Participation on Logic of the Day</i>	55
Figure 3. <i>Students Taking-part in Fishbowl Discussion</i>	58
Figure 4. <i>Students' Participation on Summary of the Day</i>	67
Figure 5. <i>Materials Production and Presentation at Socratic Seminar</i>	72
Figure 6 <i>Students' Involvement in Opinion and Reason Generator</i>	80
Figure 7 <i>Students' Involvement at Problem Posing activity</i>	87

Chapter: 1

Introduction

The study aims to identify social inequalities in EFL classrooms, implement strategies to foster critical awareness, promote English proficiency through dialogic practices, and evaluate the impact of participatory interventions for social justice. The main issue of this study is to connect critical awareness with social justice to increase language proficiency through dialogic engagement. This chapter deals with the background of the study, motives to engage in this research, problem of statement, rationale of the study, objectives of the study, research questions, delimitations of the study, and definitions of key terms.

Background of the Study

English has long served as a lingua franca for global communication, making the acquisition of the language a crucial determinant of success in an increasingly interconnected world. As a result of its widespread usage and status, English has attained significant prominence in various domains worldwide. According to *the 27th edition of Ethnologue: Languages of the World (2024)*, approximately 1.52 billion people globally use English, either as the first or second or foreign language. This growing number can largely be attributed to the influence of globalization, which has accelerated the demand for English proficiency. Reves and Medgyes (1994) argue that the motivation to learn English is primarily driven by the economic and social advantages it provides. In the context of globalization, the ability to communicate effectively in English has become a necessity for individuals, regardless of their linguistic, cultural, or social backgrounds. However, many learners, especially those from non-English-speaking countries, face significant challenges in acquiring English due to limited resources and institutional support.

As the global language of communication, English is now taught in nearly all countries, with some nations using it as a medium of instruction, while others teach it as a second or foreign language. In Nepal, for example, English is taught as a compulsory subject from the elementary to the university level. Khadka (2024) confirms that English has played a dominant role in the Nepali education system from school to university level in terms of the medium of teaching and learning, curricula, testing, and certification. The role of English, however, extends beyond mere communication; it also serves as a vehicle for fostering critical awareness and promoting social justice. Ortaçtepe Hart (2023) challenges the notion of the classroom as a neutral space and provides tools for educators to address systemic injustices through language education. The integration of English texts related to social issues into curricula offers students an opportunity to engage with important societal matters, thus enhancing their understanding of power dynamics and injustices.

Critical awareness can be effectively developed through instructional activities designed to promote critical thinking. Rooted in a theoretical framework, Freire (2000) argues that critical pedagogy prioritizes the cultivation of learners' critical consciousness, empowering them to act as transformative agents in the pursuit of social justice. Freire (1996) posits that education has a liberatory potential, empowering individuals to think critically and act as catalysts for societal transformation. He emphasizes that the role of the educator is not to deposit knowledge into students' minds but to foster an environment of dialogue and reflection that encourages students to critically analyze the world around them. In this sense, learners are seen as co-creators of knowledge, contributing actively to the learning process.

Kincheloe (2008) further asserts that critical pedagogy not only equips students with the tools necessary for independent, critical thought but also empowers them to challenge deeply ingrained misconceptions and social inequities. In doing so, teachers enable students to confront harmful cultural practices and assumptions that perpetuate social injustices. Giroux (1992) underscores the importance of educators becoming attuned to their role as change agents and advocates for social justice, asserting that education must be a transformative force that challenges existing structures of inequality.

Critical pedagogy, therefore, is a powerful tool for advancing social justice and raising critical awareness in English as a Foreign Language (EFL) classrooms. Giroux (1992) highlights that power dynamics, often implicit in institutional structures such as curricula, assessment, and teacher-student interactions, can perpetuate social inequalities. Examples of such inequalities include caste-based discrimination, the marginalization of students from lower socioeconomic backgrounds, hegemonic ideologies surrounding the use of foreign languages, and gender disparities. EFL classrooms, therefore, are not merely spaces for learning grammar and vocabulary; they are sites for understanding and critiquing the broader cultural, social, and political forces that shape our lives. It is essential, therefore, to recognize that the English language, while a global tool for communication, can also function as a mechanism for cultural imperialism and the perpetuation of inequality. In this context, schools must assume a political role in fostering critical awareness and empowering students to challenge these inequities.

Dialogic engagement has proven to be an effective pedagogical approach for promoting critical awareness in the classroom. More recent studies support this,

highlighting how dialogic teaching promotes deeper understanding and critical thinking (Alexander, 2008). Similarly, Lyle (2008) examines the philosophy behind *Philosophy for Children*, a dialogic pedagogical approach that fosters deep engagement and transformative learning. By incorporating activities such as discussions, debates, dialogues, and presentations, educators can facilitate meaningful interactions that encourage critical thinking and engagement with social justice issues.

In the context of Nepal, the national curriculum has made efforts to incorporate content that promotes critical thinking. However, these initiatives remain insufficient, as they have not fully integrated the concept of 21st-century soft skills, which are crucial for fostering critical awareness and social justice. Furthermore, teacher training programs often overlook these competencies, resulting in classroom practices that remain largely traditional. Bhattarai and Basnet (2022) argue that current classroom trends in Nepal are still heavily influenced by positivist ontologies and epistemologies, which prioritize rigid, traditional methods of instruction. They advocate for a shift toward more progressive, constructivist pedagogical models that emphasize active learning, critical engagement, and social transformation.

Despite growing recognition of critical pedagogy and social justice in education, empirical research and policy efforts to integrate these approaches into EFL classrooms remain limited (Crookes, 2022). The lack of evidence-based strategies for fostering critical awareness and addressing social justice issues hampers effective implementation. In many classrooms, including my context, students are silenced under the guise of discipline, often refraining from asking questions or voicing concerns even when they experience misunderstanding, discrimination, or injustice. This study seeks to investigate pedagogical strategies that cultivate critical

consciousness and promote social justice in EFL settings, with the goal of advancing more equitable and transformative teaching practices.

In conclusion, English language learning in the globalized context demands not only linguistic proficiency but also a critical engagement with the social, cultural, and political dimensions that shape language use. By integrating critical pedagogy into EFL classrooms, educators can help learners not only develop language skills but also cultivate a deeper understanding of social justice issues, empowering them to become active agents of change in their communities and beyond. Educational policies and pedagogical practices must be progressively restructured to align with transformative objectives, positioning English language education not merely as a medium of communication but as an instrumental force for facilitating social change.

Motives for Conducting This Study in the EFL Classroom

School is not merely an academic institution focused on producing human capital but also a space where social injustices, domination, and pressures are perpetuated. Ojha et al. (2024) contend that schools function as sites for the reproduction of social inequality. They argue that the adoption of English as a Medium of Instruction (EMI) further exacerbates social inequalities, particularly in classrooms characterized by linguistic diversity. This disparity continues to persist unless students possess the capacity to challenge these injustices. Achieving social justice and equity within educational environments is contingent upon the ability of students to critically engage with and confront these issues. So, educators must cultivate critically aware learners who are not only academically competent but also socially conscious.

However, what I have experienced in many classrooms that students often remain silent in the face of injustice, both within the school and in the broader society. In my context, students would remain silence in English language classrooms. They even would hesitste to ask questions in front of the teacher. They even did not raise voices even if they felt discrimination in classrooms. They appear reluctant to discuss the injustices they experience, whether these relate to the classroom setting or the social structures that shape their lives.

Rather than engage in debates, discussions, or express dissent, many students become passive, avoiding conversations about critical issues. This reluctance to share their thoughts with teachers and peers has become an increasingly prominent concern. It seems that many learners prefer to remain in their comfort zones, avoiding the discomfort that comes with addressing controversial or challenging topics. Students tend to withdraw and evade their opinions even when prompted for their opinions.

Despite possessing adequate English proficiency, many students exhibit a limited critical awareness of social and educational injustices an issue that has frequently surfaced in classroom experiences. The given fact underscores the urgent need to cultivate students' critical consciousness, a concept rooted in Freirean pedagogy, which emphasizes the role of education in empowering learners to question and transform societal structures. However, current curricula often fall short in promoting higher-order thinking, with textbook activities typically prioritizing rote learning over critical engagement. Furthermore, teacher education programs rarely offer systematic training on how to foster critical awareness in the classroom. This persistent neglect of critical thinking and social justice education represents a significant and well-documented gap in contemporary pedagogy.

In the context of Nepal, most of researches that I reviewed have concentrated on understanding teachers' perceptions or providing descriptive accounts, rather than identifying practical strategies to enhance critical awareness among students. Scholars such as Sharma and Phyak (2017), Poudel (2020), Paudel and Sharma (2024), and Panthi (2023) have primarily focused on the perspectives of educators, with limited attention given to the role of learners in this process. These studies have typically examined methods for promoting critical awareness through various forms of dialogic activities, marking a shift in the research paradigm. However, the focus remains narrow, with little exploration of how these methods can be effectively implemented to cultivate critical consciousness in students themselves.

This gap in research has motivated me to explore ways in which critical awareness can be stimulated among learners, enabling them to engage in discussions and arguments about social injustices. My study seeks to examine whether students, once critically aware, can become active agents of social justice. On one hand, developing students' English proficiency, particularly in speaking and writing, is essential through innovative and engaging activities. On the other hand, nurturing their critical thinking skills is equally important to foster an environment where social justice can be actively maintained within EFL classrooms. This dual focus is necessary to equip students not only with the language skills required for communication but also with the critical consciousness needed to challenge and address societal injustices effectively.

Statement of the Problem

Education constitutes a fundamentally social and political endeavor, intrinsically linked to the prevailing structures, power relations, and ideological

frameworks of the broader society. Dewey (1916) claimed that schools function as microcosms of society, where societal dynamics including diversity, inequality, and power are reflected and reproduced. In my classrooms, learners bring with them a wide array of social identities caste, culture, religion, language, race, gender, and ability which shape their educational experiences. These diverse learners are not only expected to master language and content but also develop life skills such as collaboration, problem-solving, and critical thinking within a democratic framework.

Despite this diversity, schools and classrooms are still largely governed by monolingual mindsets and standardized, uniform expectations. Learners in EFL classrooms often face the pressure to conform to dominant norms and linguistic standards primarily in Nepali and English at the expense of their own linguistic and cultural identities (Phyak, 2013). This marginalization raises critical concerns about students' linguistic rights, identity recognition, and equitable participation. Rather than embracing pluralism, many classroom practices seek uniformity in performance, failing to account for varied learning needs and social realities.

Research conducted in various community schools reveals persistent challenges that inhibit inclusive and empowering educational experiences. Among the most pressing issues are the increasing apathy among students, declining engagement, and the emergence of a pervasive “silent culture” where students refrain from participating, questioning, or expressing dissent. As Bista (2011) notes, silence is often misinterpreted as respect, but in reality, it disempowers students and suppresses their agency. Students, particularly from minority and marginalized backgrounds, frequently feel ignored or unheard, which further contributes to a lack of confidence, voice, and motivation (Kandel, 2023; Bhandari & Dhakal, 2022).

Moreover, classrooms are largely characterized by teacher-dominated instruction, where students are passive recipients of knowledge. There is minimal emphasis on developing critical consciousness, the ability to question, critique, and seek alternatives to social injustices. Most students in my context exhibit a lack of critical awareness and limited understanding of classroom justice, often unaware of the power dynamics that govern their educational experiences. Despite the growing importance of critical pedagogy, there is a noticeable absence of dialogic practices that promote reasoning, reflection, and agency.

A substantial disparity exists between the pedagogical demands placed on educators and the availability of corresponding resources and professional training, thereby limiting the implementation of innovative teaching practices. Only a limited number of classrooms adopt instructional strategies that foster critical reflection on social issues or facilitate engagement in transformative dialogue. Acharya, Sigdel, and Poudel (2024) argue that collaborative pedagogy can enhance student engagement and foster the development of critical thinking and communication skills but the prevailing pedagogical approaches are largely content-driven, exam-oriented, and detached from students' lived experiences. Consequently, the classroom remains disconnected from the social realities that shape students' lives, thus limiting its potential as a site for empowerment and change.

McLaren (1989) argues that education is fundamentally shaped by power dynamics, and any meaningful change must directly address these inequalities. In the context of EFL classrooms in Nepal, this means rethinking how language instruction can become a medium for developing critical thinking, dialogic interaction, and democratic participation. Language learning should be linked to broader societal

concerns, enabling learners to critically engage with issues of injustice, inequality, and exclusion. Teachers play a crucial role in transforming this reality. When educators intentionally foster inclusive, participatory, and socially responsive classroom environments, they not only enhance language learning but also cultivate learners who are capable of challenging the status quo and contributing to a more equitable society. Critical pedagogy, therefore, is not just an instructional approach; it is a necessary tool for justice-oriented education.

In light of these challenges in EFL classrooms, this study investigated critical pedagogical practices to empower multilingual learners, promote student voice, and address systemic inequalities. Without linking language learning to the broader social context, it is difficult to foster the critical awareness necessary for students to recognize and challenge societal injustices. On the one hand, it is essential to enhance learners' speaking proficiency; on the other hand, it is equally important to foster critical awareness through dialogic activities that contributes to promoting justice within EFL classrooms and these issues are less studied in Nepalese context.

Rationale of the Study

This study investigates the development of critical awareness among learners through dialogic engagement within EFL classrooms. It has grounded in the principles of critical pedagogy, and emphasized the transformative potential of dialogue to foster critical thinking, self-reflection, and social responsibility. Dialogic activities such as discussions, debates, argumentations, reflections have served not only to enhance language proficiency but also to encourage learners to interrogate social norms, challenge injustices, and cultivate critical consciousness (Freire, 1970; Alexander, 2008).

Drawing on the work of scholars such as Gotsman (2010) and Kincheloe (2008), the study positions dialogue as a pedagogical tool that democratizes the classroom, promotes learner agency, and shifts traditional power dynamics in education. Similarly, dialogue is also a crucial component of an education that seeks to address social inequalities (Jackson, 2008). Such practice aligns with the objectives of critical pedagogy, which seeks to dismantle oppressive structures and foster equitable educational experiences. By treating learners as co-constructors of knowledge, dialogic teaching facilitates the development of informed, reflective, and socially engaged individuals.

The study employs CPAR as a methodological framework, enabling learners and educators to collaboratively engage in reflective inquiry and transformative action. CPAR promotes critical analysis of sociopolitical contexts and empowers participants to address real-world issues through collective decision-making and problem-solving (Kemmis & McTaggart, 2000). Activities such as Socratic seminars, fishbowl discussions, and problem-posing exercises were integrated into the classroom to stimulate critical dialogue and reflection on themes such as inequality, discrimination, and social justice. The philosophical roots of these practices are deeply embedded in the principles of critical pedagogy (McLaren, 2014; Giroux, 2016), which emphasize agency, conversation, criticality, and emancipatory knowledge. Abrami et al. (2008) also argue that critical thinking frameworks, particularly those focused on argumentation and evaluation, should be employed to enhance students' reasoning abilities and improve their capacity for critical analysis.

Importantly, this research underscores the dual goals of advancing both linguistic competence and critical consciousness. Through dialogic interaction,

learners not only enhance their speaking and writing skills in English but also develop the ability to construct arguments, evaluate perspectives, and critically assess societal structures. These skills are particularly vital in second language contexts, where language acquisition is enriched by meaningful, purposeful communication (Mercer & Howe, 2012).

The findings carry significant implications for educators, curriculum designers, and policymakers. Generally, teachers often lack training in critical thinking methodologies (Broadbear, 2003) but from this study, they can gain access to innovative strategies for fostering critical awareness, while novice practitioners are equipped with tools to create inclusive, reflective classroom environments. Curriculum developers are encouraged to incorporate content that prioritizes social justice, equity, and critical engagement. Furthermore, the study supports the integration of critical thinking and dialogic pedagogies into education policies, advocating for curricula that address social oppression and promote democratic participation.

In sum, this study contributes to contemporary educational reform by demonstrating how dialogic engagement can cultivate critical awareness, empower learners as change agents, and foster a more just and equitable society.

Objectives of the Study

The following research objectives guided the study:

1. To identify and analyze evidences of social inequalities in EFL classrooms.
2. To co-develop and implement practical strategies for fostering critical awareness among EFL learners.

3. To engage in dialogic practices that promote both English proficiency and social justice.
4. To reflect on and evaluate the outcomes of critical participatory interventions for social justice in the classroom.

Research Questions

This study aimed to answer the following research questions:

1. What social inequalities are collaboratively identified by teachers and learners in EFL classrooms, and how do they manifest?
2. How can critical awareness be developed among EFL learners through participatory strategies?
3. What dialogic engagement practices are co-created and implemented to enhance both English proficiency and learners' sense of justice?
4. How do learners and teachers perceive the impact of CPAR interventions on achieving social justice in the classroom?

Delimitations of the Study

The study was constrained by specific limitations related to its scope, participants, methods, procedures, and timeframe. The research was conducted exclusively with Grade 9 students at a government school located at Dhading bensi, Dhading. The primary focus was on fostering critical awareness through dialogic activities, with English serving as the medium of instruction and discussion. Despite linguistic and cultural diversity among participants, the use of their mother tongues was largely restricted. The research was conducted in a large classroom, involving the entire class. A critical participatory action research (PAR) design was employed,

consisting of three research cycles. Students were actively involved in all stages of the research, including planning, execution, observation, and reflection.

Although the same core activities were used in the second and third cycles with slight modifications, distinct activities with similar objectives were implemented in each cycle. Progress was assessed through students' interactions, written outputs, and various forms of evidence, including photographs, multimodal writings, audio and video recordings, observation checklists, and surveys. Data collection tools included focus group discussions, informal interviews, reflection notes, and field notes.

Data analysis revealed five key themes, which were discussed in relation to the study's findings. Recommendations for practitioners were based solely on the activities conducted, offering guidance for potential implementation in similar educational contexts. Although the study was interconnected with critical pedagogy and social justice. The major concepts from both theories were brought while discussing the theoretical bases but only the theories such as 'Theory of Social Constructivism, Transformative Learning Theory, and Dialogic Theory were employed to discuss the contents of the research.

Operational Definitions of the Key Terms

Critical Pedagogy

According to Freire (1998), critical pedagogy involves classroom experiences in which students are encouraged to act as active agents in their education, developing a critical consciousness that allows them to evaluate the fairness and authority within their educational and living situations. In this study, it is taken as those pedagogical

practices which promote dialogic activities, problem posing, questioning over classrooms injustices.

Critical Awareness

Freire (1972) introduced critical awareness as the process through which individuals recognize the social, political, and economic inconsistencies in their lives and choose to change them. In this research, critical awareness refers to becoming aware of social injustices such as discrimination, humiliation, unequal participation, harrasment and suppression to poor and weak students within the classroom, questioning these issues, and acting to transform existing practices through critical thinking.

Dialogic Engagement

Kent and Taylor (2002) defined dialogic engagement as the practice of responsive two-way communication between organizations and stakeholders who are invested in the process, displaying the principles of dialogue. In this study, dialogic engagement refers to students' participation in discussions, debates, questions, answers, problem-posing, and presentations.

Social Justice

Teaching for social justice involves revealing, criticizing, confronting, and changing beliefs and practices that oppress or marginalize individuals or groups (Greene, 1998). In the context of this study, social justice in EFL classrooms refers to a classroom environment where learners can discuss and challenge evidence of inequalities and engage openly in discussions that promote fairness and equality.

Tailored Pedagogy

Tailored pedagogy refers to teaching systems customized to meet the specific needs, interests, and learning contexts of particular learners. It is designed by teachers

with active involvement from learners, providing a flexible, learner-centered environment that accommodates personalized learning and differentiated instruction.

Content-loaded Pedagogy

Content-loaded pedagogy refers to traditional teaching methods focused solely on theoretical concepts and subject matter, without incorporating activities that promote active learner engagement. In this study, content-loaded pedagogy is viewed as a barrier to acquiring practical language skills like listening, speaking, reading, and writing.

Silent Culture

Silent culture is a pattern of students' behaviour in which they remain idle and passive instead of speaking, questioning, arguing and debate in EFL classrooms. Shrestha (2022) claims that anxiety and boredom can contribute to a culture of silence among students. It has brought a problem of disengagement and disconnected in teaching learning.

Chapter: 2

Reviews of Related Literature

In this chapter, I established the foundations of my research by reviewing prior relevant literature. It comprises the theoretical, conceptual, and empirical reviews of literature, which are directly associated with my study. It has also mentioned the research gap and implications of the reviewed literature to highlight their practicality and gaps. At last, this session has incorporated the conceptual and theoretical framework to guide the study.

Review of Related Theoretical Literature

A number of eminent philosophers and scholars have articulated foundational theories that form the cornerstone of the theoretical framework underpinning this study. The principal theories are outlined and discussed in the subsequent sections:

Theory of Social Constructivism

The theory of social constructivism was advanced by the psychologist Lev Vygotsky in 1968. Vygotsky's work in *Thought and Language* (1934) explored the role of language and social interaction in cognitive development. He posited that learning occurs primarily through social interaction and that individuals experience, communicate, and understand reality through the mediation of language and culture. His theory emphasizes the social dimensions of learning, highlighting the significance of dialogue and interaction with peers, family members, and other members of society. According to Vygotsky (1968), social interaction is pivotal to human development throughout the lifespan, with social learning being a driving force behind cognitive growth. This perspective suggests that students benefit significantly from collaborative learning environments, as group work, peer tutoring, and collaborative activities contribute to learners' cognitive development. Vygotsky's theory posits that social interaction is a fundamental driver of the learning process.

Vygotsky introduced several key concepts foundational to educational psychology, including the Zone of Proximal Development (ZPD), cognitive dialogue,

scaffolding, and the importance of social interaction in learning. In his work, Vygotsky described the ZPD as a range of tasks that a learner cannot accomplish independently but can complete with the help of a more knowledgeable individual, such as a teacher or peer. The ZPD represents the gap between what a learner can do autonomously and what they can achieve with guidance and support. Identifying a learner's ZPD is crucial for effective teaching, as it allows educators to tailor instruction to the learner's developmental stage. As learners engage in social interactions and collaborative problem-solving, their ZPD expands, enabling them to accomplish more complex tasks over time.

Cooperative learning should be used to create a classroom environment that supports social constructivist learning. Vygotsky emphasized the need for scaffolding, which refers to the temporary support provided by teachers or peers to assist learners in completing tasks that they could not otherwise manage independently. Scaffolding is integral to helping students progress through their ZPD and achieve higher levels of cognitive development. In practice, this means that teachers should first allow students to attempt tasks on their own, stepping in to provide guidance and support only when necessary. By offering resources, tools, and structured assistance, teachers can facilitate deeper understanding and help learners internalize new concepts.

Vygotsky argued that such collaborative interactions and the scaffolding process foster not only cognitive growth but also the development of critical thinking skills. Dialogue, in particular, plays a vital role in this process, encouraging learners to think critically and engage with new ideas. Using language in the classroom creates a constructive social environment that promotes active learning. Through these interactions, students gain a more profound understanding of the content and develop the skills necessary for lifelong learning and problem-solving.

Transformative Learning Theory

Transformative learning theory, developed by Jack Mezirow in 1978, draws heavily on the intellectual foundations of critical theory. Influenced by critical theorists such as Max Horkheimer, Theodor W. Adorno, and Herbert Marcuse, Mezirow's framework emphasizes the role of reflection and dialogue in challenging taken-for-granted assumptions. Mezirow developed a framework that emphasizes the centrality of critical reflection and discourse in facilitating transformative shifts in perspective (Mezirow, 1991). These theorists critiqued systems of domination and sought to expose the underlying power structures, ideologies, and capitalist forces that perpetuate oppression and social inequity. In alignment with these principles, transformative learning theory aims to foster critical consciousness and promote meaningful, emancipatory change, both at the individual and societal levels.

With the help of transformative learning theory, Mezirow emphasized adult education, asserting that social justice and transformation should be the aim of education. He defined transformative learning as "the process of effecting change in a frame of reference" (Mezirow, 1997, p. 5). Several modifications have been made to his concept. He identified four processes of learning:

1. Elaborating on an existing point of view
2. Establishing new points of view
3. Transforming previous points of view
4. Transforming habits of mind

Mezirow's main argument was that learning occurs through reflection and the involvement of reflective thinking. Cranston and Wright (2008) asserted that an event

that challenges preconceived notions and shifts perspective results in transformative learning. Likewise, Taylor (2008) opined that transformative learning involves constructing and appropriating new and revised interpretations of meaning from an experience. This concept can be applied in critical pedagogy.

When learners obtain new information, they evaluate it against past ideas and understandings and transform their worldview accordingly through a critical reflection process. Even though Mezirow developed this theory for adult learning, it is equally significant for children's learning.

According to Mezirow (2003), transformative learning theory emphasizes instrumental learning and communicative learning. Instrumental learning targets task-oriented problem-solving and cause-and-effect relationships, whereas communicative learning focuses on interaction and sharing feelings, ideas, needs, and desires. Learners can challenge existing cultures and ill practices from these platforms.

Mezirow (2003) further contends that transformative learning supports the reasoning process, through which learners challenge problematic values, beliefs, and assumptions related to inclusion and discrimination. This promotes critical thinking, as Moore (2005) argued. The learning approach employs individual and group-based critical reflection, which enhances learners' critical thinking skills. They share their learning experiences, presenting both positive and negative aspects, through which transformation occurs.

Mikhail Bakhtin's Theory of Dialogism

Mikhail Bakhtin's theory of dialogism is a foundational concept in the philosophy of language, which highlights the dialogic nature of language and meaning. Every utterance is shaped by prior discourse and anticipates a response,

making communication fundamentally interactive (Bakhtin, 1981). He claims that speech is always in dialogue. He has demonstrated how multiple voices coexist and interact within a single text. He has introduced the term 'polyphony' to talk about the presence of multiple voices and consciousnesses within literature. In polyphonic texts, characters are not mere mouthpieces for the author's ideology but are instead fully realized voices with their own perspectives.

Bakhtin's dialogism extends beyond literature into the social and ideological spheres. Language can not be neutral; personal and institutional values and intentions are embedded within it. Dialogism becomes a lens for understanding cultural, political, and interpersonal dynamics. It also focuses on the openness of meaning and negotiation of understanding between subjects. He analyses literary works and reveals novelistic polyphony. He claims that authors and their characters engage in a productive conversation.

Strategies to Foster Critical Thinking/Awareness

Empirical studies have identified a range of strategies for integrating critical thinking into EFL learning. Working in a group and discussing a topic, critiquing social issues, debating facts, and arguing over a title can enhance critical thinking. Brown and Keeley (2007) have suggested strategies such as training students to ask the right questions and react critically to short stories, essays, websites, claims, and arguments. Similarly, Klynhout (2018) has recommended the use of thought-provoking questions such as 'Why do you think.....?', 'How do you know....?'

Likewise, Rezaie et al. (2011) claimed that debates, media analyses, problem-solving tasks, and self and peer assessment are effective strategies to encourage the students to raise questions that enhance critical awareness. Hughes (2014) also mentions classroom activities such as developing a critical mindset, opinion and

reason generator, critical questioning, recognizing context, making connections between topics, identifying the main argument and supporting evidence, predicting the content of the text, for and against essay, preparing a group discussion, assessing presentation, and so on.

Problem-posing (Nelson & Chen, 2022) and cooperative learning (Motlhaka, 2016) are claimed to be useful approaches or tools to get learners to think critically. According to Motlhaka (2016), cooperative learning encourages contemplation, multiple replies, and response modification, and it enables group involvement to generate responses that serve as a source of knowledge and insight for future debate, which facilitates students' critical thinking skills. Nelson and Chen (2022) stated that a problem-solving strategy gives learners a voice and makes them agents of learning that promotes critical thinking.

Multimodal Writing

Lutkewitte (2014) defines multimodal composition as the purposeful use of multiple modes to create meaning. This includes writing expressed not only through traditional text but also through poems, pictures, cartoons, essays, stories, jokes, news articles, slogans, and more. Multimodal writing is closely linked to digital literacy, as it fosters the development of essential digital communication skills. By integrating various media, it can effectively motivate students to engage in writing. While children naturally engage in multimodal, technology-infused writing outside the classroom, they often encounter more traditional approaches within it. Gutierrez et al. (1999) describe this intersection as a “third space”—a learning site that has the potential to transform writing pedagogy. In this context, the teacher’s role becomes pivotal: to bridge the gap between conventional classroom practices and the dynamic, multimodal experiences students have beyond school.

Dialogic Engagement

The phrase 'dialogic engagement' has been conceptualized from the words 'dialogue' and 'engagement', where dialogue provides a platform for engagement. The concept of dialogue has been examined by psychologists, philosophers, feminists, and linguists while studying language. Johnston (2014) claimed that our thinking about ethical communication across societies is shaped by dialogue and communication. Many different communicative principles, such as risk, trust, empathy, positive regard, proximity, and a desire to change, inform dialogue (Kent & Taylor, 2002)

Engagement means getting involved in certain activities. It is attached with dialogue in a context that creates an environment. In this regard, Taylor and Kent (2014) opine that engagement is a part of the dialogue, and every dialogic interaction involves conversational engagement. It is the implementation part of communication. Johnston (2010) defines it as a process in which dialogue provides a context for the engagement process. It influences and guides the process of interactions among groups. Johnston and Taylor (2018) claimed that there are three tiers of engagement based on the level of interaction: The act of performing and producing first engagement exchanges is referred to as Tier 1 engagement. Public gatherings, internet visits, and communications on social media are all part of Tier 1. Tier 2 refers to a higher level of behavioral engagement interactions that establish ties and connections between individuals, social groups, and organizations. The greatest level of social interaction, Tier 3 engagement, is when activists, NGOs, and social movements organize initiatives that could potentially build social capital inside communities.

Dialogue and engagement exhibit logical similarities in both form and function, as noted by Taylor and Kent (2014). They view dialogic engagement as a hybrid concept in which dialogue and the cognitive, affective, and behavioral

components of engagement are brought together. It can be fostered through dialogic teaching in which students are inspired to engage in dialogues regarding various subject matters. We can bring multiple ethical issues into the classroom from society. Even Sommerfeldt and Yang (2018) asserted that dialogue and engagement provide conceptual frameworks for thinking about ethical communication across societies.

It has certain terms and conditions for implementing dialogic engagement.

Pearson (1989) outlined a procedural roadmap for dialogic interaction, including the following components:

- (1) There should be an understanding of and agreement on the rules governing the opportunity for beginning, maintaining, and ending interactions;
- (2) public understanding of and agreement on the rules governing the time between messages or questions and answers;
- (3) public understanding of and agreement on rules for suggesting topics and initiating topic changes;
- (4) public understanding of and agreement on rules for what counts as a response;
- (5) public understanding of and agreement on rules for selecting communication channels; and
- (6) public understanding of and agreement on the rules for discussing and modifying the rules (pp. 381–384).

Lane and Kent (2018) have presented several features of dialogic engagement.

They are (1) treat others as valued; (2) interactions based on dialogue and turn-taking; (3) repeated interactions; (4) relationship-based; (5) trust; (6) participants given autonomy to reach a flow or engaged state; (7) activities mutually satisfying; (8) collaboration may be initiated by either party; (9) No agenda or manipulation; (10)

coordinative; (11) rhetorical. (p. 64). It showed that we need to be conscious of these features during the dialogic engagement.

Dialogic Teaching can be done for dialogic engagement. It challenges the power relationships of the classroom and helps for emancipatory learning which provides classroom justice for the students. Alexander (2001) emphasizes the importance of whole-class interaction as a fundamental aspect of effective classroom discourse. Expanding on this perspective, Alexander (2006) outlines several key characteristics of a dialogic classroom. These include:

Collective: Learning tasks are approached collaboratively, with both teachers and students engaging as a group or class rather than working in isolation.

Reciprocal: Participants actively listen to one another, share ideas, and consider diverse perspectives.

Supportive: Students are encouraged to express their thoughts without fear of embarrassment, fostering an environment in which they can support one another in constructing shared understandings.

Cumulative: Classroom dialogue builds progressively on the contributions of both teachers and students, forming coherent chains of thought and inquiry.

Purposeful: Dialogic teaching is deliberately structured by the teacher to achieve specific educational objectives.

These principles underscore the value of dialogue as a pedagogical tool that promotes deeper engagement and critical thinking within the classroom setting.

Social Justice Education

Social justice education refers to a pedagogical approach that seeks to empower individuals and communities to recognize, challenge, and change social inequalities and injustices (Adams et al., 2016). It encourages critical thinking, awareness of power structures, and active participation in the transformation of society to ensure fairness and inclusion for all. It incorporates different components such as social justice, equity, equality, liberation, and human rights

Social justice is a very important component in which everyone gets equal rights and opportunities. With the emergence of critical pedagogy, the concept of social justice has become popular nowadays. Osborn (2006) defines social justice as the equitable sharing of social power that benefits everyone in society. It certainly opens the doors of access, participation, engagement, and opportunity for everyone. In the context of school education, it is so crucial to be fair in the physical and psychological treatment of the students in the course of teaching.

Equity is the principle of fairness in providing resources, opportunities, and support. It recognizes that different students may require different levels of assistance to achieve similar outcomes (OECD, 2012). It focuses on reducing disparities linked to socio-economic status, race, gender, disability, and other factors, ensuring that every learner can reach their full potential. The goal of equity in education is to ensure that personal or social circumstances do not hinder a student's academic potential while promoting high standards for all learners (UNESCO, 2017).

Equality is the sense of treating everyone equally and providing the same kind of access and opportunities. It is not easy to maintain equality in EFL classrooms

because of the learners' diversified backgrounds, such as cultural, economic, mental, social, racial, lingual, and religious. Similarly, liberation in education means a feeling of freedom from oppressive manners, systems, and ideologies. Freire (1970) perceives it as a system where oppressed individuals become aware of their conditions and adopt collective action to transform their reality through education. Likewise, human rights are the fundamental rights and freedoms which are grounded in the principle of dignity, equality, and respect, and include civil, political, social, and cultural rights (United Nations, 1948). It can be ensured through social justice education by fostering a sense of responsibility and civic engagement.

Torres-Harding et al. (2014) opine that even though knowing of societal injustices is not a prerequisite for taking action, it is an essential first step in pursuing social justice. Social justice and social action-related classroom discussions, theory presentations, and critical debates may aid in raising awareness of these concerns. Students will be agents of social change if they are given social justice education.

Kincheloe (2008) argued that supporters of critical pedagogy believe that encouraging people to take action for social justice is crucial because this approach aims to change unfair, undemocratic, or oppressive institutions and social relations, lessen human suffering, and develop intellectual curiosity. Critical awareness is developed through critical pedagogy, and when the learners are critically aware, they can raise their voices against social evils and injustices. As a result, social justice will be maintained in society and the classroom. Freire (1973) claims that critical consciousness must include both knowledge of oppression and/or injustice and praxis, which is deliberate action and critical thought about the world. The evidence of social injustices can be found in society and the classroom. Various critical thinking activities help to identify and go against them.

Reviews of Related Empirical Literature

A number of works have been consulted in the areas of critical awareness, social justice, and dialogic engagement, which have provided me with significant insights required for the study. The works reviewed and their findings are cited below:

Ojha et al. (2025) explored how the choice of medium of instruction affects students' identity, participation, and social stratification, ultimately arguing for the need to rethink educational policies to promote social justice and equity in Nepal's education system. In their case study, the authors identify schools as sites for the reproduction of social inequalities. Specifically, the adoption of English as a Medium of Instruction (EMI) in public schools in Nepal is shown to exacerbate existing disparities. They argue that the commodification of English education reinforces class, caste, and linguistic hierarchies, disproportionately affecting students from marginalized communities.

Paudel and Shrestha (2024) studied the necessity of modern teaching methods to promote students' engagement and learning outcomes in higher education in Nepal with the help of their article entitled 'Student Engagement in Classroom Teaching by Innovative Pedagogy: A Desk-based Review of Existing Literature.' They have used a literature review methodology to analyze different teaching methods of enhancing engagement and motivation among the learners. It has highlighted the significance of innovative pedagogies such as project-based and activity-based learning and suggested applying them to improve students' understanding. It has been recommended to include such themes in the curriculum to enhance effective skills and prepare the learners for future challenges. It claims that those skills are very crucial for the success of obtaining 21st-century skills.

Cui and Teo (2023) explored the relationship between teacher talk and students' critical thinking through their study entitled 'Thinking through talk: Using dialogue to develop students' critical thinking'. They adopted a dialogic instructional approach and observed the effects of teachers' dialogic moves on the development of critical thinking among students in a Chinese university. They concluded that in order to stimulate students' critical thinking abilities, three discursive strategies are effective: "opening up," "branching out," and "tossing back." It has been shown that students have plenty of opportunities to impromptu demonstrate critical thinking using these discourse strategies.

Devkota (2023) explored a multi-layered framework to foster social justice in English education in Nepal. He has highlighted how global and school-level ideologies sustain social injustices within English Language teaching classrooms and EMI. It has emphasized the uneven implementation of EMI policies that create unequal access to educational opportunities for socially and economically marginalized groups. It questions the global view of English as a necessary skill for becoming a global citizen, but it has an adverse impact on marginalized students.

Breuing (2022) critically examined how educators articulate the justice-oriented aims of critical pedagogy. Through a qualitative analysis of participant perspectives, the study highlights the prominent influence of Paulo Freire on the conceptualization and implementation of critical pedagogy. Participants consistently identified Freire as the most influential figure in shaping their understanding of critical pedagogy, with Peter McLaren emerging as a secondary but still significant influence. These findings underscored the enduring legacy and widespread admiration of Freire's ideas within the field, particularly his emphasis on conscientization,

dialogical teaching, and the transformative potential of education in addressing social inequalities.

Paudel (2020) explored the EFL teachers' awareness and implementation of critical pedagogy in Nepal. The study was carried out employing a mixed-method design. It reveals that EFL teachers are aware of the theoretical concepts of critical pedagogy, but practically, they have not applied them because of certain constraints, such as centralized educational policies and classroom dynamics. The teachers were positive towards the use of dialogue, debate, reflective, and critical practices; but they were experiencing challenges due to the wide implementation of traditional teaching methods and resistance forces of change.

Styslinger et al. (2019) stated that critical consciousness is the core of social justice that forces equity and change from the following practices: challenging the learners to think critically about their beliefs and the sources of those beliefs. The study finds that we can raise critical awareness by teaching students to read the texts critically, creating space for dialogue beyond text, selecting the texts purposefully related to the issues of power and equity, and making the world their classroom, blurring the boundary between schools and communities. It has been suggested that teachers move the students through intentional processes and practices to foster critical awareness.

Balbay (2019) emphasized the role of Socratic pedagogy in developing critical awareness among learners. The study entitled 'Enhancing Critical Awareness through Socratic Pedagogy' has explored the effects of Socratic pedagogy on student teachers' critical awareness skills during their participation in a spoken English course. Freshman students participated in this qualitative study, and the intervention was implemented for a full academic year. The first-year students enrolled in foreign

language teacher preparation programs have begun to cultivate a sensitive mindset about the political, social, and cultural context of teaching a second language, which serves as a lingua franca in their own circumstances. It was found that activities like questioning and dialogues in Socratic pedagogy supported the learners in generating deeper insight into multiple aspects of teaching English.

Sharma and Phyak (2017) explored the development of EFL teachers in Nepal through the lens of critical pedagogy. It includes a case study of a teacher's professional development project, which emphasizes the development of materials with critical issues. The study highlights the significance of incorporating local sociopolitical issues into EFL teaching. The authors claim that the professional development workshops can generate critical awareness among EFL teachers. It has shown how teachers can integrate critical issues such as child labour and gender disparity into their usual lessons to create awareness. They have concluded their findings that critical pedagogy should be included in EFL teacher training, which not only fosters teachers' agency but also promotes social change in the context of Nepal.

The action research entitled 'Develop Critical Thinking Skills' carried out by LaPoint-O'Brien (2013) has shown that minute papers are a vital tool that leads learners to increased critical thinking skills. Allowing students to write based upon a predetermined prompt, taking the time to think about a prompt, having group discussions with them, and writing essays and test questions help them to develop such skills. The study was done among ninth graders, and they were asked to prepare minute papers in essay form at the end of the history class. The minute paper provided them the chance to develop the insights and reasoning skills that cultivate their critical thinking.

Baffour (2014) has investigated how schools can systematically reproduce inequalities through administrative and instructional practices and how critical pedagogy can be used as an instrument of social justice in inner-city classrooms. He investigated the idea of social reproduction, which demonstrates how cultural and pedagogical practices in schools lower low-income students' chances of earning a degree and achieving success in the workplace. He argued that power relations have to be changed in inner-city schools. Change in inner-city schools requires a change in these power relations.

Hughes (2014) explored the importance of critical thinking activities in language education. He has introduced several practical activities integrating critical thinking into a language, such as developing a critical mindset, opinion and reason generator, critical questioning, evaluating the reliability of the sources, fact or opinion, reading between the lines, etc. He claimed that these activities promote learners' participation, encouraging them to think deeply and express their views and opinions effectively. He has also highlighted critical thinking skills such as evaluating the information, questioning prevailing values and assumptions, comparing and contrasting, synthesizing, and reflecting on people's biases and viewpoints.

David et al. (2012) conducted a narrative study and explored the integration of critical pedagogy principles into mathematics instruction with the aim of promoting social justice. The study examined how the Project-Based Learning (PBL) approach could serve as a vehicle for fostering critical reflection among students. The researchers found that PBL encouraged participants to actively engage with their prior knowledge, thereby enhancing their ability to reflect on and make sense of their learning experiences. Furthermore, the collaborative nature of the PBL environment facilitated meaningful group interactions, which not only motivated participants to

articulate their thoughts through writing but also supported the retrieval and application of relevant task knowledge.

Critical consciousness can be generated in different ways, such as by improving decision-making, empowering them to form their own opinions and challenge existing practices, evaluating the work, and finding ways to improve quality and efficiency. It can also foster awareness through dialogic engagement. Social disparities between individuals and groups can be discussed and resolved when discussion takes place. Critical pedagogy discussions between men and women who want to name the world to change it are referred to as dialogue (Freire, 2005). He asserted that for there to be discussion, thought, and communication among the pupils, the teachers must have faith in their ability to reason.

According to Freire (2000), educators and students should challenge traditional education since it upholds social injustices and power disparities. John Dewey believed that by fostering human ideals like social justice and equality, schools should offer a transformative approach to education (Dewey, 1916). Critical pedagogy's goal is to raise the level of critical consciousness among members of oppressed groups so that they feel equipped to act as change agents.

According to Wink (2000), problem-posing ensures interactive participation and critical inquiry that focuses on real-life issues. According to Freire and Macedo (1995), dialogue is a political undertaking that incorporates learning and understanding with the aim of destroying repressive structures and mechanisms that are pervasive in both society and education.

The reviewed works collectively highlight the importance of critical pedagogy, social justice, and dialogic engagement in education, especially in the

context of Nepal. Several studies (e.g., Ojha et al., Devkota) show that English as a Medium of Instruction (EMI) can exacerbate social inequalities and marginalize students from disadvantaged backgrounds. Others (e.g., Paudel & Shrestha, Cui & Teo) emphasize the value of innovative teaching methods and dialogic strategies in enhancing student engagement and critical thinking.

Research Gap

The aforementioned reviews of literature have explored the intersection of critical pedagogy, dialogic engagement, and social justice in education; there remains a significant research gap regarding their integrated implementation, specifically in EFL (English as a Foreign Language) classrooms, particularly within the Nepalese context. Few empirical studies have comprehensively investigated how critical awareness can be developed through co-created dialogic engagement strategies in language learning environments aimed at addressing social inequalities, despite the fact that scholars like Freire (1970, 2005) and Kincheloe (2008) have long argued for critical consciousness and social transformation through dialogic methods.

The majority of reviewed literature has concentrated on either critical pedagogy (Breuing, 2022; Paudel, 2020), innovative pedagogy for student engagement (Paudel & Shrestha, 2024), or multimodal literacy and writing (Lutkewitte, 2014; Gutierrez et al., 1999). However, these studies frequently lack a contextualized approach that integrates all three components in a co-participatory EFL setting. While EMI and classroom procedures exacerbate sociopolitical hurdles and inequities, studies like Sharma and Phyak (2017) and Devkota (2023) do not clearly outline approaches for dialogic engagement that promote both language competency and a sense of justice.

Additionally, although cooperative learning (Motlhaka, 2016) and dialogic strategies (Cui & Teo, 2023; Alexander, 2006) have been discussed as critical thinking tools, there is not enough evidence to support how teachers and students co-create these strategies to confront and challenge systemic inequities in language classrooms. Furthermore, rather than looking at the reciprocal and cooperative roles that teachers and students play in fostering critical awareness through dialogic engagement, the majority of research concentrates on either teacher development (Sharma & Phyak, 2017) or student outcomes (Balbay, 2019).

Furthermore, there is a dearth of classroom-level, action-oriented studies using Critical Participatory Action Research (CPAR) that look at how students and teachers view and react to the real-time implementation of social justice interventions, even though some research (e.g., Ojha et al., 2025; Baffour, 2014) explores more general structural issues and social reproduction within schools.

Addressing the need to explore social inequalities, practical strategies to raise critical consciousness, and dialogic engagement through CPAR for social justice will contribute to a more practical and contextually grounded understanding of how dialogic engagement can be used as both a pedagogical and emancipatory tool in the pursuit of social justice within EFL education.

Implications of the Review for the Research

Literature reviews yield insights for the researcher to complete the research successfully and effectively. It highlights a multifaceted framework that deeply informs the current research, emphasizing the transformative potential of education through critical thinking, social interaction, and social justice. Vygotsky's Social

Constructivism underscores the foundational role of social interaction and scaffolding in cognitive development, suggesting the importance of collaborative learning environments. Mezirow's Transformative Learning Theory complements this by stressing critical reflection as a catalyst for altering ingrained assumptions and fostering personal and social transformation.

Bakhtin's Dialogism further enriches the framework by presenting communication as inherently interactive and polyphonic, reinforcing the idea that multiple voices and perspectives shape understanding. The strategies reviewed for fostering critical thinking, such as debate, problem-posing, and cooperative learning, serve as practical strategies in the EFL classroom. Dialogic teaching and engagement, as well as social justice education, collectively advocate for equitable, inclusive, and participatory pedagogical practices that empower learners to become critically conscious agents of change. Altogether, these theoretical perspectives and pedagogical strategies converge to support an educational approach that promotes critical inquiry, democratic dialogue, and emancipatory learning.

The reviewed empirical literature provides critical implications for research in the domains of critical awareness, social justice, and dialogic engagement within educational contexts, particularly in Nepal. Firstly, studies by Ojha et al. (2025), Devkota (2023), and Baffour (2014) highlight how education systems can serve as mechanisms of social reproduction, reinforcing class, caste, and linguistic hierarchies through policies such as EMI. These findings stress the urgent need to critically analyze and reform educational policies to promote equity and access for marginalized students. They suggest that language policies should be viewed through

a social justice lens to mitigate their unintended consequences on disadvantaged learners.

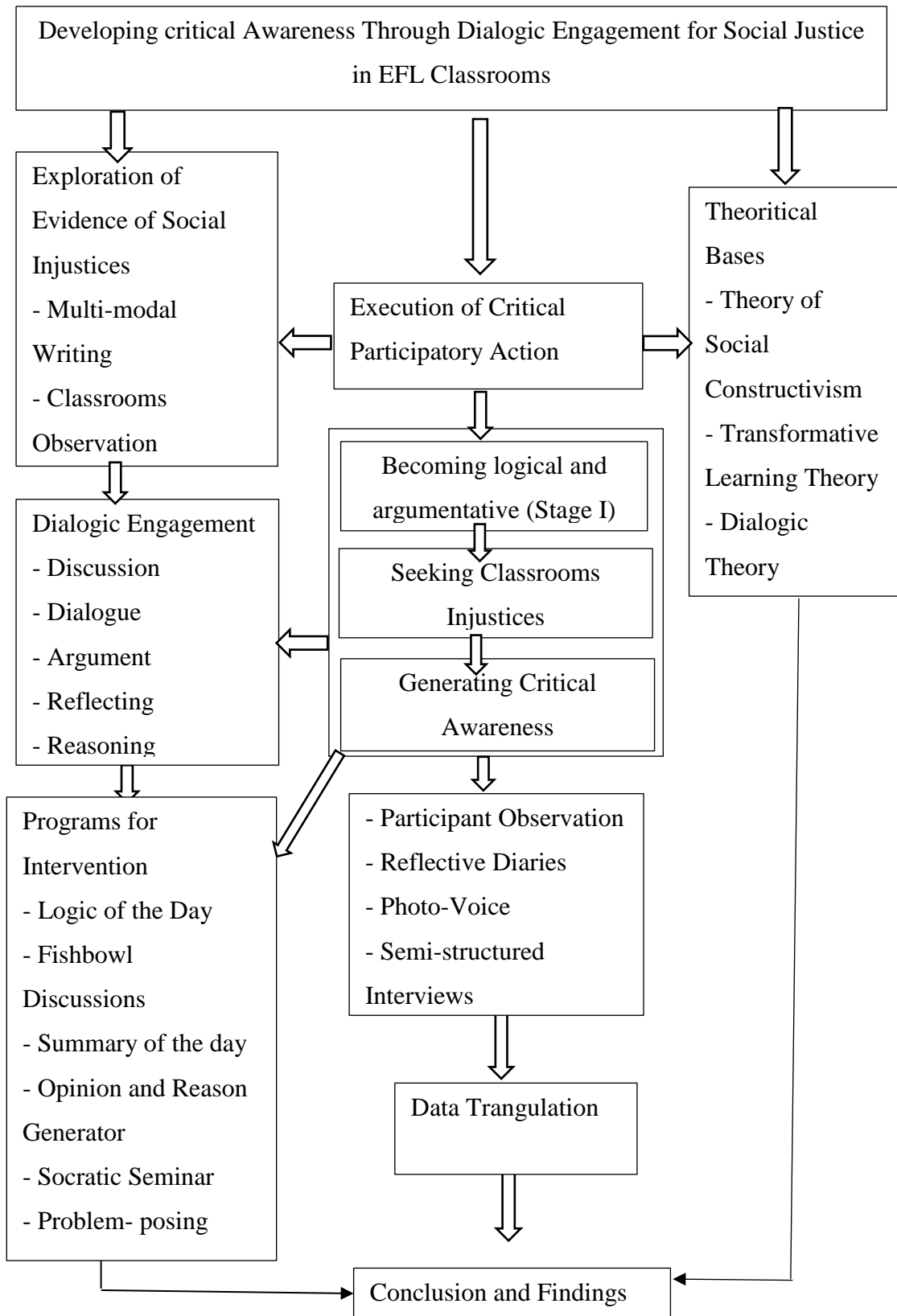
Secondly, a strong case is made for the integration of innovative and student-centered pedagogical practices to foster engagement and build critical thinking skills. Paudel and Shrestha (2024), LaPoint-O'Brien (2013), and Hughes (2014) underscore the benefits of approaches such as project-based learning, dialogic instruction, and reflective writing activities. These strategies not only enhance academic performance but also empower learners to analyze, reflect, and question societal norms. The implication for educational practice is that pedagogical innovation is essential in cultivating learners' critical capacities necessary for navigating the demands of the 21st century.

Thirdly, multiple studies emphasize the value of dialogic engagement as a transformative tool for critical pedagogy. Research by Cui and Teo (2023), Balbay (2019), and Stysliger et al. (2019) illustrates how structured dialogue and Socratic questioning foster critical awareness by challenging students' assumptions and encouraging deeper reflection. These findings align with Freirean principles of dialogic education, which advocate for teacher-student co-creation of knowledge. The implication for research is that fostering dialogic classrooms is not only a pedagogical choice but a political act that supports democratic learning and critical consciousness.

Finally, the reviews shed light on the disconnect between theoretical awareness and practical implementation of critical pedagogy, as seen in Paudel (2020) and Sharma and Phyak (2017). While educators may support the ideals of critical pedagogy, systemic constraints such as rigid curricula, policy limitations, and traditional classroom dynamics often hinder their application. This suggests that

professional development and policy reform are essential to bridge the gap between theory and practice. Supporting teachers through training and institutional change can pave the way for critical pedagogy to become a meaningful and actionable component of education systems

Conceptual Framework



Chapter: 3

Research Methodology

This chapter outlines the research methodology, including the philosophical underpinnings, research design, theoretical context and framework, study site, research participants, sampling procedures, data collection tools and techniques, data analysis procedures, and ethical considerations. They have provided the way to move forward in my research activities. Having critical participatory action research, its procedures are also included to guide the study.

Philosophical Underpinnings

This study adopts a CPAR framework, a collaborative and reflective methodology designed to identify, interrogate, and address social issues such as injustice, discrimination, and domination. CPAR seeks to advance social justice by fostering the active participation, mutual engagement, and co-learning of researchers and participants. Rooted in a constructivist and critical paradigm, CPAR conceptualizes reality as a socially constructed phenomenon, shaped by cultural, historical, and social contexts. Furthermore, the iterative process of collaborative action and reflection is understood to play a constitutive role in the continuous formation of these realities. In alignment with this framework, the present research engaged participants in dialogic processes, emphasizing the co-construction of knowledge. Participants' direct quotes and verbatim statements were incorporated as empirical evidence, ensuring the authentic representation of diverse perspectives and experiences (Creswell, 2007).

The ontological stance of this action research is rooted in a transformative, participatory worldview that views reality as socially constructed and shaped by human interactions, power relations, and lived experiences. CPAR assumes that

knowledge is not objective or fixed, but emerges through collaborative inquiry and reflection among participants who are actively engaged in questioning, challenging, and reshaping their social realities. It emphasizes the importance of dialogic engagement as a means of fostering critical consciousness, encouraging learners and educators to critically examine issues of power, inequality, and injustice in their sociocultural contexts. In EFL classrooms, this involves creating spaces where language learning becomes a tool for empowerment, identity formation, and advocacy, rather than merely the acquisition of linguistic skills. Thus, CPAR supports a dynamic and relational ontology that privileges voice, agency, and collective action for transformative social change.

The epistemological stance of this research is rooted in the belief that knowledge is co-constructed through the active and collaborative engagement of researchers and participants. Specifically, knowledge is generated through critical dialogue and reflection among teachers, students, and researchers regarding issues of social injustice within English as a Foreign Language (EFL) classrooms. This co-creation of knowledge empowers participants to critically examine the inequities present in these settings. Knowledge within CPAR is subjective and relational, as it is influenced by power dynamics. As Cohen et al. (2007) argue, the social and positional power of those who generate and disseminate knowledge plays a crucial role in determining its validity and authority. Thus, CPAR challenges the reproduction of inequalities within educational contexts by questioning and transforming power relations.

The axiology of this study is firmly grounded in the principles of equity, inclusivity, and social justice. This research aims to reduce power imbalances by

recognizing participants as co-constructors of knowledge. The study was conducted in a school setting, as schools are institutions that often perpetuate social inequalities and contribute to the maintenance of the status quo (Gage, 1989). My research prioritizes equity, respect, trust, and shared ownership of the research process, ensuring that participants are fully engaged in every stage of the study, from planning to reflection.

Study Design

The study was targeted to foster critical awareness among learners through dialogic engagement, thereby producing change agents who can contribute to promoting social justice within EFL classrooms. To achieve this, I employed CPAR, a methodological approach grounded in both theory and practice that is directly relevant to the participants' lived experiences. Carr and Kemmis (1986) emphasize that PAR is not merely a tool for implementing policy, but rather a means of self-reflection, growth, and liberation. It challenges the status quo and empowers participants to engage in transformative action.

Participants were actively engaged in various dialogic activities, through which they developed critical skills such as problem-posing, critical thinking, challenging existing practices, evaluating, questioning, and argumentation. These activities provided the basis for data collection, with participants' reflections, responses, and actions documented throughout the study. They played an integral role in every phase of the research, including the planning, execution, observation, and reflection stages. Through their active involvement in designing and implementing dialogic activities, the participants were empowered to reflect critically on their own practices and the injustices they encountered.

Although the study was predominantly qualitative, it also employed some quantitative tools, including a survey questionnaire, observation checklists, and multimodal writing activities in the exploratory phase to investigate the social injustices within the classroom environment. While I assumed the role of facilitator in CPAR, I also participated in the decision-making process, as Cassara (1991) suggests that the facilitator in CPAR should guide the inquiry while ensuring that participants contribute meaningfully to the decisions that shape the research process.

The study's ultimate goal was to promote social justice by cultivating critical consciousness among participants. Thus, CPAR was highly suitable for achieving the research objectives, given its emphasis on collaborative, reflective, and transformative inquiry.

Theoretical Context and Framework

Participatory Action Research is a versatile methodology that can be adapted across various fields to address diverse social concerns. According to Danial (1997), there are four primary domains of PAR: i) action research in organizations, ii) community development participatory research, iii) action research in educational settings, and iv) participatory research with farmers. In educational settings, proponents of PAR argue that when practitioners actively engage in this form of research, they are more likely to make informed decisions and adopt more effective practices. CPAR is thus recognized as a tool for problem-solving, with a clear focus on social change.

Kemmis et al. (2014) described CPAR as a cyclical process of self-reflection that involves proposing changes, acting on them, observing their impacts, reflecting

on the outcomes, and revising actions accordingly. This iterative process enables practitioners and researchers to collaborate closely to address the challenges and injustices within educational settings. The study was conducted in a large classroom with over forty students from diverse linguistic backgrounds. In line with Kurt Lewin's model of PAOR (Plan, Act, Observe, Reflect), the research followed these steps in collaboration with the participants, emphasizing the interconnectedness of theory and practice, which Freire (1970) refers to as "praxis."

Study Site

The study was conducted at a government secondary school in Dhading District, an area characterized by considerable linguistic and cultural heterogeneity. The institution accommodates over 3,500 students, representing diverse ethnolinguistic groups, including Tamang, Gurung, Magar, Brahmin, and Kshetri. Despite the fact that the majority of students speak languages other than Nepali or English in their homes, the medium of instruction predominantly follows an English-medium model, with English serving as the principal language of classroom interaction. School records indicate that approximately 90% of the teaching faculty belong to Brahmin, Kshetri, or Newar communities, whereas educators from Tamang, Gurung, and Magar backgrounds constitute a relatively small proportion of the teaching staff.

This diverse cultural and linguistic context provided a rich environment for exploring the intersections of language, identity, and social injustice in EFL classrooms. The school setting also reflects broader social dynamics in Nepal, where educational systems may perpetuate inequalities based on language, ethnicity, and social class. Thus, this research seeks not only to investigate the specific challenges

faced by students and teachers in this context but also to contribute to broader discussions on equity and justice in education.

Research Participants

The study was conducted at a community school in Dhading Bensi, targeting Grade Nine, Section 'C' learners as the focal participants. As an English as a Foreign Language (EFL) teacher and a practitioner of Critical Participatory Action Research (CPAR), I assumed the roles of facilitator, co-participant, and co-constructor of knowledge. The research engaged forty-one students representing diverse sociocultural, racial, and linguistic backgrounds, as well as varied cognitive abilities. These participants were actively involved in a series of dialogic activities, functioning not only as research subjects but also as co-designers of the pedagogical interventions implemented during the study.

Sampling Procedures

The class and participants were selected purposefully. I planned to select the class where I taught English to the students. The class was suitable for me because I had already conducted an action research with them, and they were dedicated and honest. The context, classroom setting, and participants were comfortable for me to carry out various actions.

Data Collection Tools and Techniques

In this study, classroom artifacts such as teacher plans, reflection notes, observation checklists, perception and effectiveness surveys questions, and semi-structured interview guidelines were the research tools for collecting data. In particular, multimodal writings, discussions, and simple surveys were the major means through which several pieces of evidence related to social injustices such as

discrimination, inequality, harassment, and domination existed in EFL classrooms and were explored before carrying out CPAR.

Due to having critical participatory action research, I followed stepwise procedures prescribed by Lewin (1946) in connection with critical theory emphasizing emancipation, social justice, power dynamics, collaborative inquiry and transformative change to execute the activities and collect necessary data, which were as follows:

Exploratory Phase

In this stage, practical problems related to social justice issues that existed in the EFL classrooms were identified through need assessment. For this, I conducted a perception survey through a questionnaire, a multi-modal writing campaign, and informal discussions. They were presented in this research report for evidence.

Execution of CPAR

Phase I: Planning. I discussed the dialogic activities to be conducted during the study with the participants before deciding on them. Then I developed EFL lessons that integrated social justice themes with input from my participants and other colleagues. I managed the materials required to conduct all activities with the support of those participants.

Phase II: Acting. Several dialogic activities, such as 'Logic of the Day', 'Fishbowl Discussions', 'Summary of the Day', 'Socratic Seminar', 'Opinion and Reason Generator', and 'Problem Posing with Critical Friend Group' were conducted during the phase. Critical dialogues, argumentation, debates, critical discussions, critical questioning, and reasoning that foster critical thinking among the participants were executed. They were asked to prepare materials for the themes of power, oppression, equity, discrimination, and human rights. They produced social justice

issues through their writings and oral descriptions. In the course of carrying out such activities, 21st-century skills, also called 4Cs skills (Critical Thinking, Communication, Collaboration, and Creativity) for teaching and learning were taken into consideration. Discussions, dialogues, debates, and arguments were the tools for cultivating those skills in learners.

Phase III: Observing. At this stage, I observed their activities and manners myself and employed other fellow teachers to observe students' engagement levels, documents, and discussions made by them, evidence of critical awareness. Their activities were recorded using audio-visual aids. I also prepared field notes and recorded their responses to reveal a deeper meaning.

Phase IV: Reflecting. At this stage, I focused on group discussions to reflect on the activities, processes, and outcomes. I even asked them to submit reflective notes about their responses to their activities. They were asked to document their experiences and evolving awareness.

Data Analysis Procedures

The study was carried out following the steps of action research: plan, act, observe, and reflect. Discussion, argumentation, debates, reasoning, questioning, and problem-posing were the platforms that were applied for dialogic engagement. The main focus was on taking part in dialogue, argument, and reasoning. Data were collected from the participants' responses and reflections about the activities, outcomes, and their impacts with the help of photos, audio-visual recording, and multimodal writing (Expressing through poems, pictures, stories, cartoons, essays, etc.). The activities and achievements of the learners were recorded in every step. Data were presented based on steps, and findings were drawn based on thematic analysis. The participants were asked to reflect on the activities and their outcomes.

Recurring themes in dialogue, texts, and reflections related to critical awareness and social justice were analyzed. Similarly, classroom discussions and interactions for power dynamics and language use were examined. Data from observation, recordings, interviews, and written reflections were triangulated to draw conclusion. Thematic analysis procedure was followed to draw the findings of the research.

Validation and Ethical Considerations

To comply with the ethical dimensions of the study, first of all, I begged permission from the school authority to carry out critical participatory action research in Grade 9. Then I explained the objectives of my study to the students and motivated them to participate actively during the study because without their direct and active involvement and engagement in all steps of the research, it could not have been completed successfully. Similarly, I took oral consent from the participants. Then, after I assured them that their identities would not be revealed in any way, pseudonyms were used to protect participants' confidentiality while presenting and analyzing data. I even considered the violation of cultural values, the bad effects, misconceptions, and the consumption of participants' valuable time and efforts. The values and norms of the research were not violated at any cost.

For the validation of data obtained from the participants, I shared findings with participants for feedback. I involved them at all stages of CPAR actively. During the study, I focused on participants' benefits, such as enhanced critical thinking, language skills, and awareness.

Chapter: 4

Execution of Critical Participatory Action Research

This chapter presents the entire procedure of critical participatory action research, which was conducted during the study. It has two parts: exploratory and execution phases. Under the execution phase, it incorporates three cycles of action research with four stages: plan, act, observe, and reflect as prescribed by Lewin (1946). The activities, planning, procedures, figures, tables, and reflections as evidence are mentioned to bring the necessary data for the research.

Exploratory Phase

Before executing any activities for intervention, it is needed to study the problem deeply. The context in which I implemented my programs also needs to be studied for carrying out action research. The research site lies in a semi-urban area. It's a government school where participants from different linguistic and cultural backgrounds were gathered. There were forty-one participants from the same grade, grade nine, section C. The majority of the participants were from Janajati, such as Tamang, Gurung, Magar, and Newar. Although they belonged to various linguistic communities, most of them used the Nepali language as their mother tongue.

There was diversity not only in language and culture but also in their cognitive abilities. Only a few students were good at English. The striking problem, even with them, was that they remained silent all the time. Not only poor and average-level students, but even bright students never raised questions, even if they did not know the answers. They felt hesitation in taking part in discussions.

I employed three methods: multi-modal writing, observation, and a survey form. I requested to bring evidence of social justice through photo essays, poems,

short stories, news, jokes, cartoons, and notes. The students brought that evidence through multi-modal writings such as drawings, essays, stories, and poems

Figure 1

Sample of Evidence Brought by Students about Classroom Injustices



Note. The pictures constructed by the students demonstrate that there exists humiliation, bullying, teasing, discrimination, and inequality in their class and society.

They presented their materials and discussed the content they brought. I involved them in discussions, debates, arguments, and comparisons to identify the problems. They especially incorporated evidence such as rude remarks towards poor students for their weak performance, laughing at mistakes in speaking, threatening, cyber and classroom bullying, and disrespecting and humiliating the side of teachers.

I explored some of these problems from my observation:

1. Students do not like to speak.
2. Students do not like to put forward their views on statements.
3. Students do not like to participate in the classroom activities.
4. Students do not ask questions even if they do not know the answers.

5. Students do not argue over evidence of injustices.
6. Students do not raise questions over classroom injustices.
7. Students do not respect their friends and teachers.
8. Boys and girls blame each other in class.

As a second stage of exploration, I asked them whether they were aware of social justice in classrooms. What I found from almost all of the students was that they were unaware of the social injustice-related problems they faced. So, I prepared a questionnaire that supports the students in identifying their social injustice-related issues in classrooms. Among forty-one, only 35 students responded to the answers. I requested them to tick only the problems mentioned in the list.

I found out from the responses that the students were struggling with obstacles like laughing at wrong answers, discrimination between poor and bright students, fear of the teachers, teasing, discouragement, lack of trust, punishment, bullying manners poor background of English, etc. I concluded from the responses that the teachers should conduct new and innovative dialogic activities that help to develop critical awareness so that the students can raise questions freely about social justice in classrooms.

I planned to engage myself in an informal talk with the students to explore the root of the problems and their causes. The main purpose of doing this was to capture the feelings and experiences of students regarding their problem of hesitation in speaking. For this, I selected one bright student, two average-level students, and two poor-level students. I asked them questions such as What problems are you facing in classrooms that are related to injustices? And what are the causes behind not asking any questions to the teachers in classrooms? The responses from them were transcribed into English, which are as follows:

Student A:

We do not have a favourable environment for speaking in English in our classroom. Once, I had expressed my feelings but mistakenly I spelt the word wrongly. Then the whole class began laughing at me. I did not share anything from that day due to the fear of being mistaken. We have very few opportunities to engage and express our feelings. We need support to speak, but no one is there to scaffold.

Student B:

Actually, I am poor in English. I cannot express my views due to my lack of background. The teachers do not let us take notes from the book or copy. I found that some of the teachers prioritized only talented students.

Student C:

There were very few activities conducted in English in the past. So we don't have the habit of speaking. Our friends tease us when we make mistakes while speaking. I had many things to ask, but I could not ask in front of the teachers. We have many things to complain but we cannot tell because of a lack of confidence.

Student D:

I cannot ask questions even in Nepali, so how can I ask questions in English? I don't know what to say. Most of the students laugh when I speak. They even hate me due to my poor knowledge. Most of the teachers scold and sometimes punish me, so I used to stay at the back and remain silent most of the time.

Student E:

Sometimes I raise my voice about problems, but my other friends do not help me, so I also stop raising my voice. Once, I complained to the head teacher when a math teacher used hateful words time and again to the students in classrooms, but he took me negatively, and my friend also did not support me. From that day, I also remained

silent even if we felt injustices from teachers and friends. It had a great impact even in the study.

From the responses, I came to know the real problems in my classroom. The students did not have a favourable environment to speak in English. They were teased by their colleagues. Even the teachers humiliated them, and there was no help or cooperation among their friends. I also obtained the causes behind the silent culture. I also got some evidence of classroom injustices from the exploratory activities. The aforementioned problems guided me to plan and design activities to overcome such injustices.

Execution Phase

Cycle I: Becoming Logical and Argumentative through Dialogic Engagement

In this cycle, I mainly focused on developing confidence in speaking. The main purpose of conducting activities in this cycle was to develop the habit of speaking with logic and being argumentative in the discussion. They have enough time to prepare the materials. Each participant could get support from their colleagues and teacher before their presentation. They were taught to use data, facts, research findings, and quotations to be logical and argumentative before indulging in the activities.

For the effective plan, I organized a discussion session on 29th September, 2080. The participants discussed in a group what to conduct and how to conduct activities in the phase, and I facilitated and provided ideas from my side. At last, we concluded that the logic of the day and fishbowl discussions would be conducted during the first phase.

Table 1*Plan for Intervention Strategies for Stage I.*

S N	What I did	Why I did	How I did	When I did	Who supported
1	Discussions on how to prepare logic and support mechanism for preparation, presentation	To activate them. Create collaborative environment Provide basic requirements for learning	Tell the story of a successful person and a speech delivered by them Bring examples and present as a model. Form pairs for the support	2 days	subject teacher
2	Presentation from students as 'Logic of the Day'	Set a habit of speaking with logic Create opportunities to use English.	Ask to prepare materials with the help of a pair and submit for correction. Present two logics a day. Discuss shortly about the content and presentation. Ask to bring a written form for the collection. Inspire to deliver without looking at any paper.	20 days	Related subject teacher Participants
3	Fishbowl discussions	be argumentative over debatable statements	Discuss how to conduct the activity. Select the texts and ask them to prepare to express their views with argumentation. Present Demo class Support them for argumentation Discuss how we can reply to them	4 days	Students and their colleagues

Act.

Logic of the Day (Argument)

Critical Thinking Aim: Motivate and develop a habit of speaking with logic.

Language Aim: Use exponents to give opinions and logic

Rationale: The activity helps to arouse motivation in speaking. It tries to build confidence to express their opinion with evidence (logic).

Topic: Argumentative topics (Choice of self)

Subject matter for Arguments: Personal opinions with quotations, statistics, facts, findings of research, proverbs

Procedures: Oct. 1 modelling Oct. 2,3,4, 5, 6, 8, 9, 11, Nov.

21,22,23,24,26,27,28,29,30, Dec. 1, 3, 4, 5,6, 27,28,29 Jan. 1,2,3,4,5

Motivation. Before conducting this activity, students had the experience of participating in delivering short speeches every day in class. I inspired them to do something different, which helped them to speak with logic. It was late September 2023. I brought some speeches that were delivered in national-level competitions and displayed through a projector. It took me three days to motivate and orient them about the activities. We discussed how to use quotations, proverbs, and statistics in our speech. We also discussed bringing facts and findings and including them in speeches. Only half of the students were completely ready to participate in the activity, but about half of them were silent.

Then I assured them that I would help them find the topics and prepare the draft of the speeches. I formed a pair of poor and talented students to create an environment of support and sharing. Still, some of the students were not happy enough to organize such an activity. Then we planned to demonstrate a speech with logic. I announced to them that they were free to see the notes at the time of

delivering logic if they needed to. Now they were delighted and motivated to present their logic because of this kind of option.

Modelling. The activity was designed to speak with logic to develop argumentative skills among learners. The modeling practice was conducted on 1st October, 2023. The topic 'Life after death is possible' was extracted from chapter five of 'My English Book'. They were allocated three days for the preparation of the logic of the day. For this, they had to include at least one quotation, statistic, fact, and research finding to make their views logical. All of them were prepared for the presentation. They were requested to bring evidence from their religions. I also supported some of the participants. Some of the students took help from other English teachers. All of the participants were not forced to present, so only six students took part on that day. They were allowed to use notes in their presentation. Committing grammatical errors was not taken seriously but perceived as a natural phenomenon.

Preparation and Presentation. The participants planned to collect the possible topics for the logic of the day. They collected at least one topic from most of the students in the class. Their topics were as follows:

1. Life becomes happier and easier when you have money.
2. Males are becoming weaker and weaker day by day.
3. Education makes people lazy.
4. Teachers are angels for the students.
5. Teachers are not the final source of knowledge anymore.
6. Teachers are sometimes like demons for students.
7. Life becomes happier when you have money.
8. Peace begins when expectation ends.
9. School rules and regulations have reduced the freedom of students.

10. Teachers only open the door but you must enter by yourself.
11. The knowledge of students cannot be judged through exam papers.
12. Life was easier for our grandparents than it was for us.
13. Females are not the puppets of the males.
14. Humans are not the slaves of time
15. Hard work does not always lead a person to success.

The participants were free to choose topics from the list or outside the list. We discussed the topics and were requested to fix any one of them. Some of the participants presented from outside the lists. They were asked to search for logic (facts, statistics, argument, quotation) that were suitable for their topics. They were assigned a day to prepare the contents for their speeches. The activity was started after each of them was ready to perform. I and my participants decided to do two presentations each day according to their respective roll numbers as a logic of the day (one from the roll number first and the next from the last). Each participant could get three to five minutes to express their logic, and two participants could get a chance to argue over him/her. I allocated fifteen minutes each day for this activity for about twenty days. Each weak participant was paired with bright students. Even weak students were supported by their colleagues.

The activity commenced on 2 October, 2023. Students with roll no one and thirty-nine expressed their logics entitled '*Life becomes happier and easier when you have money*' and '*Teachers are angels for the students*'. The first presenter delivered his views with statistics, research findings freely without using any notes, but the second one presented using notes. Mistakes were not taken seriously, so students presented their logic freely.

Figure 2

Students' Participation on 'Logic of the Day'



Note. Each participant argues on a topic of their selection. They express their opinions and views with proper logic, which helps them to be argumentative. The topics were related to the classroom injustices.

After each presentation, two students were requested to put their remarks on their logic so that the participants would be inspired. On the second day, two topics: *'Peace begins when expectation ends'* and *'Education makes people lazy'*, and on the third day, *'People change sides more than seasons change'* and *'We have become the slaves of mobile phones nowadays'* were selected by the participants. They tried expressing their views by preparing materials. Some of the students were able to present freely without looking, whereas some of them presented with the help of the notes they prepared. It took nineteen days to complete the activity. It ended on 5th January.

Fishbowl Discussions. The programme is designed to develop a critical mindset through Fishbowl discussion.

Critical Thinking Aim: Be argumentative over debatable statements

Language Aim: introduce the expression of giving an opinion and argument

Rationale: This activity supports the learners to take part in argumentation and put forward their views in class discussions. It is also useful to learn the language functions used to express their opinions and argue.

Activity 1 10th October, 2023 (preparation time 6, 8, 9 October)

Topic: The Ant and the Grasshopper

Subject matter for Arguments: Do we work to live or live to work?

Do you want to be a grasshopper or an ant? Why? Give evidence.

Procedures. The activity was designed to develop speaking habits by discussing debatable topics. For conducting the activity, I planned to have discussions with the students so that they would participate actively. We discussed how to carry out the activities for the fishbowl discussion. Before this, they were assigned material in which the detailed procedures of the program were provided. We (I and the participants) planned to accomplish this activity in four phases: orientation phase, modeling phase, execution phase, and reflection phase.

Orientation phase. In this stage, I provided materials that contained details about the fishbowl discussion technique. We also discussed the purpose and rationale of the programme. I tried my best to motivate the participants to engage in the programme fully. I made the students aware of the activities to carry out during the program. Before executing the activity, we planned to do modeling practice for the successful completion of the programme.

Modeling Phase. I requested the students to bring a debatable issue for modeling practice. They suggested different types of issues to discuss. Among them, we concluded that the topic 'Is rebirth possible?' was a suitable topic for modelling. The participants requested me to allocate three days for preparation. We conducted

this in a real class in which eight students were interested in participating in the discussion actively staying at the inner bowl, and the remaining students observed and kept notes based on the discussion. Their roles were to present their remarks after fishbowl discussions. Among the participants in Inner Fishbowl, they argued one by one on the topic, taking the role of 'for' and 'against'.

Preparation Phase. The whole class discussed with each other for the issue to be discussed. The activity was conducted at the end of October 2023. At first, they chose a text named 'The Ant and the Grasshopper' which was from a Grade 9 English textbook. The learners planned to read the text independently and discuss the contents. They started comparing them either with 'The Ant' or 'The Grasshopper'. The participants in my study were asked to find arguable issues in the text. They suggested several issues, such as a grasshopper's life is better than an ant's, an Ant's life is better than a grasshopper's life with hard toil is better than a luxurious life, and we need to work to live or live to work. They concluded that they would have a fishbowl debate on the topic 'Do we work to live or live to work?'

Most of the boys from the class desired to put forward their views on 'Work to live', whereas the majority of the girls favoured the topic 'Live to work'. They begged me for two days for the preparation of fishbowl discussions. The whole class selected four participants from the boys and four participants from the girls to join the fishbowl group for the inner circle, and the remaining participants played their roles, staying in the outer circle.

Execution Phase. For conducting a fishbowl discussion, we chose a place in the reading corner of the school library. The coordinator (a boy from the class who was willing to take part as coordinator) was already selected by the class and assigned the role, so he managed the participants. The roles were to pose questions that helped

the participants in an inner bowl to take part in fruitful discussions and ensure everyone for talk inside the fishbowl.

Four students from the girls and four students from the boys were selected for the discussion in the inner bowl. So, the coordinator requested them to stay in the inner bowl, and other participants were asked to observe the discussions and keep notes about the content and views. The participants in the fishbowl argued over the topics. Arguing and counter-arguing continued for over twenty-five minutes. They brought shreds of evidence and provided logic as far as possible. At the time of the arguments, some of the participants were using notes too.

Figure 3

Students Taking-part in Fishbowl Discussion



Note. Students are discussing a topic called 'Live to work or work to live? Students in the inner bowl are divided into two poles for the debate and discussions, and students in the outer bowl keep the records of the discussions and present their expressions on them.

The participants in the inner circle debated for about twenty-five minutes by using the language exponents such as I agree because..., I disagree because..., I am not

sure because..., I agree up to a point, but I also disagree because.... . The participants in the fishbowl and outer circle could exchange their roles, but they did not do this time.

At last, the participants in the outer circle also expressed their views about the discussions. They debriefed about the most interesting evidence, most disagreeable points, and most significant information they obtained. They took about twenty minutes for this.

The next day, the class organized a discussion session about the fishbowl activity. The facilitator and I raised some questions for fruitful discussions, such as Whose view did you find most agreeable and why? Whose view did you find most disagreeable and why?

We posed some questions for the reflection to the participants in the fishbowls:

How did you feel while inside the fishbowl?

How often do you get a chance to express your views in such activities?

What did you learn from this activity?

All students participated in the activity, either staying in the inner bowl or outside the bowl. Some of the participants in the outer bowl responded freely without using notes, but some of them responded using their notes. Most of the participants in the inner fishbowl engaged in discussions actively, but two participants remained passive in discussions. As per their demand, the second activity was also conducted on the topic ' Is life after death possible?'

Activity 2

Name of lesson: Death is fiction

Topic of argument: Is life after Death possible? Will people go to hell or heaven after death?

Preparation: 11th October, 2023

Presentation date: 12th October, 2023

Activities. The students were very motivated by this activity and desired to continue, so the issue was taken from unit 5 entitled 'Death is fiction'. The next day (11th October, 2023), we engaged in discussions and concluded a topic for discussion, which was 'Is life after death possible?' The programme was scheduled to be conducted on (12th October, 2023). Those participants who were not involved directly in previous discussions were asked to take part in the fishbowl discussion in the inner circle, and those who were in the inner circle in the previous discussion were asked to take part in staying at the outer circle.

The participants were requested to bring logic from their religions and holy books or science. The participants could debate on the topic of whether life after death is possible or not. There were participants in the outer circle for critical responses, raising questions using words such as what, how, and why, and commenting critically on the responses of the participants in the inner bowl. Among the ten participants in the inner circle, five of them expressed their views in favour, and the other five presented their logic supporting that life after death is not possible.

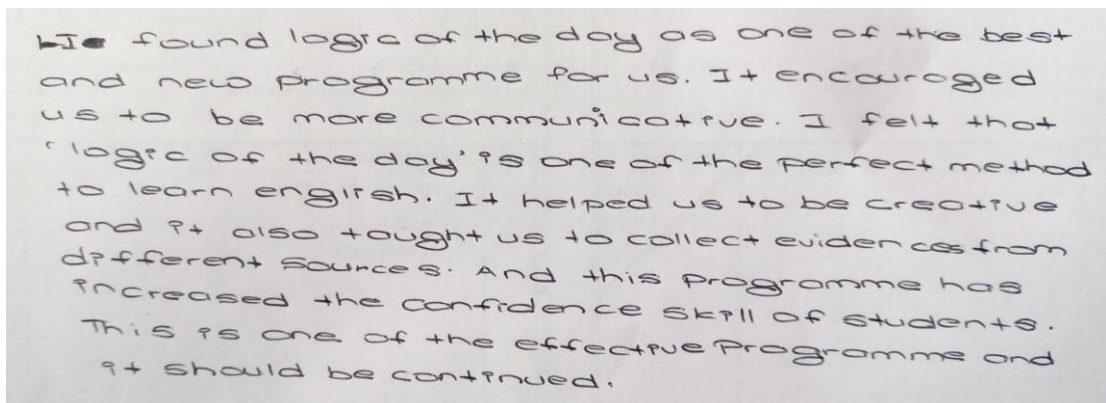
Each of them took part in discussions actively. At the time of the discussions, they even looked at their paper, which made it easy to put forward their logic. The participants in the outer circle had several queries, so they asked one by one. The participants in the outer circle judged the views of the inner circle. They admired them if they agreed with their views, and they criticized them if they disagreed with their views. The facilitator and I actively participated in the concluding briefing and discussions. In closing, I expressed my appreciation to the participants for their constructive and insightful contributions to the discourse.

Observation. Although the activities seemed individual but I tried my best to make them collaborative. The participants could choose their topics themselves. They could use the lists prepared in the classroom or of their own. At the time of preparation, I inspired them to be collaborative. After they prepared, they shared with their close friends, and their friends had to add some points too. Then they presented in front of the class. They could also use notes at the time of the presentation. The students who were poor in English were also motivated to participate in the activity due to the freedom granted for taking notes at the time of presentation. I took photos and asked each presenter to record their logic of the day in a diary. Before taking photos and recording videos, I took oral consent. Some of the students were not permitted to record their presentations. There was no compulsion to be recorded. Other students in the classrooms actively participated in arguments over their logic. I found that participants were more motivated while engaging in the activities due to its participatory nature. There were freedom and alternatives that aroused the curiosity among participants.

The programme was conducted with the active participation of the students. The participants played the role of facilitators themselves. The subject matter to be discussed was fixed by them. I was playing the role of context setter and spectator. After having a discussion, they fixed the participants in the inner circle (fishbowl) and, outer circle. At first, two participants from the inner bowl felt uneasy about taking part in arguments in English, but when they got support from their colleagues, they were even more motivated to continue their discussion on assigned topics. The facilitator asked several questions to the participants at the outer circle, such as how they felt while staying on the outer circle of the fishbowl, and which of the views did they find most convincing during the discussions? Did you find any surprising logic

during the fishbowl discussions? Even the principal and vice principal observed the activities and admired the new practice being conducted. They shared these activities on social media too.

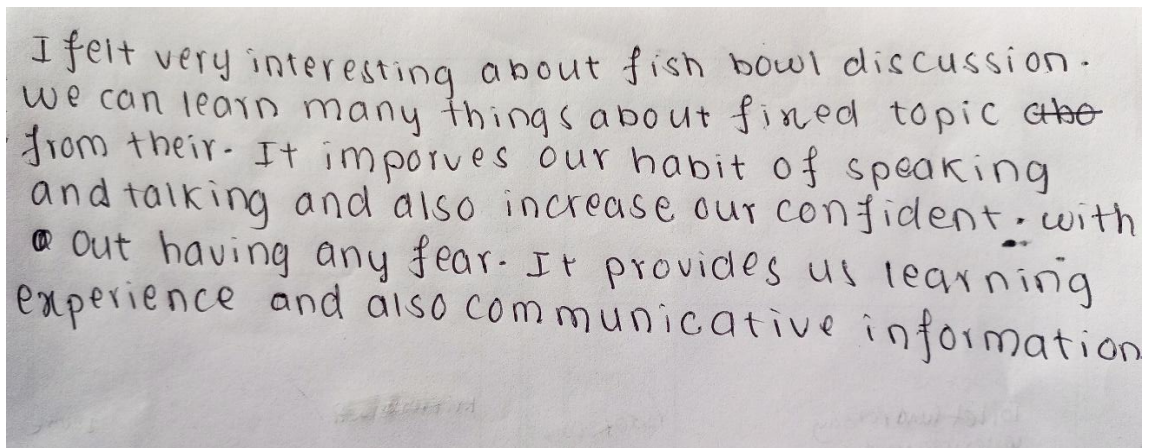
Reflection. After executing each activity, I conducted a reflection session in order to capture the sentiments of the participants. The main motto is to develop speaking habits with logic. The logic of the day and fishbowl discussions, both programmes have created a lot of opportunities to speak, and the emphasis was given to speak with logic. Before this, the students used to laugh if anyone committed errors or mistakes while speaking. But after executing these activities, students started supporting the weak students rather than teasing and laughing, and sharing culture also increased. They commenced consulting materials from different sources before their presentation. One of the participants responded:



It shows that it was a demanding activity and needed to be continued in usual classes. What I found from these activities was that those who planned well were able to perform the tasks effectively. They learned the importance of planning before their presentation.

Similarly, fishbowl discussions also helped the participants to speak with logic. It was a group discussion, so students also felt at ease. Although discussion was a usual activity in the classroom, this kind of discussion was new and exciting for them. Those students who participated and stayed in the inner fishbowl were more

active than those staying in the outer fishbowl.



The reflection provided by the students has also shown that these activities have supported to develop their confidence in speaking and improve their habits of speaking and talking. Without developing confidence in speaking through creating ample opportunities to engage in activities that foster their communication ability, we cannot develop critical thinking skills. I realized that the activities were not enough to address the problem of social injustices in the classrooms, so the next cycle was required to reveal the shreds of evidence of social injustices and develop critical awareness among learners to raise voices for social justice.

Cycle II: Injustice Seeking Through Dialogic Engagement

The first cycle could not address the injustice-seeking matters. That was targeted to develop speaking habits with logic, so this cycle was carried out targeting to explore classroom injustices. For this, the participants were engaged in discussion, problem-posing questions, and argumentations from which they achieved confidence in speaking with logic and identifying the evidence of injustices. Most of the activities conducted during this phase were textbook-based. Major activities, ‘The Summary of the Day’ and ‘Socratic Seminar’ were followed by question-answer sessions, discussions, and argumentations that created ample opportunities to gain confidence through dialogic engagement.

Table 2*Plan for Intervention Strategies for Stage II.*

S N	What I did	Why I did	How I did	When I did	Who support ed
1.	Preparation and Orientation	To prepare for conducting the activities Motivate them for active engagement	Discussing what to do and how to do it with participants. Prepare a draft for presentation	Jan. 9, 2024	English teachers Particip ants
2.	Presentatio n from students as 'Summary of the Day'	To set a habit of speaking in the course content Create a speaking platform through dialogic engagement	Presenting model Developing a support mechanism for preparing documents (Form Pair). Select and divide the topics and assign them the tasks. Discuss on the subject matter presented in class. Assign the tasks to side- presenters to review.	20 days	Related subject teacher and Particip ants
3	Socratic seminar	Identifying the areas of classroom injustices To empower them for presentation	Discuss about the evidences of social injustices and sources of obtaining such evidences. Formation of groups. Support for preparing the materials Demonstrate the materials with question and answer sessions	7 days for prepara tion and 3 hours at the day of demonst ration	The teacher himself , head teacher, staffs, and colleagu es

Activity 1: Summary of The Day

Critical Thinking Aim: Motivate and develop the habits of speaking through the presentation of summaries, followed by critical queries over the topics given in the textbook.

Duration: January: 8,9,10, 17, 19, 23, 24, 25, 26, 29, 30, 31, February

Rationale: The activities help to arouse motivation in speaking. The participants get the idea of presenting a summary of the texts in their own words. The critical queries over certain subject matters help them to germinate the seeds of critical thinking in their minds.

Procedures

Orientation Phase and Preparation Phase. This activity is a text-based activity in which students engage fully to comprehend the texts prescribed by the curriculum. Before conducting this activity, we (the participants and the researcher) discussed it with each other. I also asked the students to suggest some ideas for making the activity successful. The whole class was divided into six groups for the presentation of the summary. The students coordinated themselves for the group formation. Each group was requested to choose any one text from the textbook. Each group was asked to fix two participants for the role of presenters and the other four participants to play the role of co-presenters. One week duration was allocated for them for the preparation. The participants could present the summary of the texts either through slides, or chart, or their notes. Two presenters of each group prepared their materials together and could present together, and the other four co-presenters summarized the ideas presented by the two main presenters. At the time of the presentation, students were free to look at the materials prepared by them. I demonstrated a class before the students' presentation.

Modeling Phase. Even if I oriented them on how to prepare the summary and present it in the classrooms. Some of the students were still in confusion, so I decided to prepare a model with my complete guidance. For this, one of the participants was ready to prepare the content and demonstrate it to the whole class. I supported him completely in preparation for the presentation phase, and I also made two side presenters ready. I provided the skills on how to debrief the main presentation and how to generate healthy comments on the presentation. The presenter himself chose a lesson for the summary presentation. On 6th January, 2023, the model presentation was done, followed by a discussion on the activity conducted during this phase.

Execution Phase. On 8th January, 2023, the first group presented the text 'Sky Burials: Surprising Customs'. Two presenters presented a summary of the text side by side through slides. Even if they read out the slides, their presentation was praiseworthy because of their use of pictures and short video clips. Then, the other four co-presenters also discussed the text using the notes they prepared. They took nearly thirty minutes for their presentations.

Then, other participants were asked to prepare at least one question each to ask the presenters. There was a rule that if the presenters could not reply with the right answers, the question raiser himself/herself had to reply. If the answer was not convincing, then I would clarify it. Each student could get a chance to participate in the activity.

Figure 4*Students' Participation on 'Summary of the Day'*

Note. Students are presenting their understanding of the lessons of the book. It has created ample opportunities for them and formed the habit of speaking.

Similarly, the next presentation was done by the second group on the title of 'How do Animals Spend the Winter?' This group also prepared slides to present the summary of the text. The presentation was better than the previous day. The presenters were excited because they could get a chance to see the notes for the presentation. The next day, the participants were asked to be ready to reply to the questions raised by the presenters. The presenters not only prepared the summary but also prepared the questions to ask the participants. The presenters were encouraged to ask opinion-seeking questions, and the participants tried to reply to the answers. Every presentation was followed by question and answer sessions. The third group also did the same type of presentation entitled 'Humanoid Robot Sophia'. This time, the participants from one row were asked to prepare the questions, and the next row

was asked to be ready to reply to the questions. If they could not reply to the answers, they were free to utter the expression ' I am sorry'. Because of this option, most of the poor students were also excited to participate.

Likewise, the fourth group prepared their materials in the chart containing a summary and demonstrated them. They did a biographical presentation of Paulo Coelho. Due to the absence of one presenter, the next presenter felt uneasy at first, but later on he felt comfortable. This time, all the participants prepared questions and asked me, and I replied with the answers to each question. Two students helped me to answer some of the questions. They were more excited to raise questions because the tradition was just the opposite. As a last presentation, the sixth group prepared materials on cardboard paper on the topic ' The Maya Umpire'. I had already informed the participants to read the text minutely. I had prepared many questions to ask the participants, which were opinion-based questions, but some students were not able to reply to the questions, then the presenter and other participants helped them.

Socratic Seminar. Critical Thinking Aim: Identify different forms of social injustices and argue over them.

Duration: 7 days

Rationale: This programme is supportive for the participants to find the evidence of classroom injustices. The participants get the idea of preparing and presenting postcards. The problem posing sessions followed after each postcard presentation aid them in developing critical thinking.

Topic: Social Injustices

Subject matter for presentations and discussions: discrimination, inequality, domination, violence, and harassment

Procedures

Orientation Phase and Preparation Phase. As the second activity under the second cycle, we planned to conduct a seminar where participants could get a chance to prepare and demonstrate their presentations, followed by question-and-answer sessions. The discussion session was conducted about the planning and preparation of the programme. It was decided to name the seminar as Socratic Seminar to make it more interactive because it is followed by critical question-answer sessions and more discussions. Schwarze and Lape (2000) highlighted the use of Socratic pedagogy, which is used to teach critical thinking with cooperation and dialogue in recent teaching and learning processes. It shows that this sort of activity is required if we want to promote critical thinking among learners.

From the problem identification procedures, we selected five different areas of social injustice, such as discrimination, inequality, domination, violence, and harassment, so we planned to form five groups to address the five areas. After discussion, we finalized five facilitators from the whole who led each group. Other members were nominated randomly in the groups. Each group organized a meeting of its own to identify the evidence related to discrimination, inequality, domination, violence, and harassment. I also facilitated each group. They fixed the areas to be covered in their presentation, which are as follows:

Possible areas to be included in each subject matter:

1. Discrimination

Gender discrimination (Teacher/students/Monitor)

Discrimination in religion (Favouring one)

Providing opportunity

Discrimination between the poor and the talented

Discrimination due to origin (Students from the village and the City)

Discrimination between the rich and the poor

Racial Discrimination

2. Inequality

Unjust distribution of resources and opportunities

Use of language for males and females

Treatment for male and female students by teachers

Behaviour toward poor and talented students in class

3. Domination

Domination of students by teachers in the name of male/female, poor and bright students

Domination by students from a rich family

Unnecessary control

Misusing the authority

Suppressing

4. Violence

Physical violence (punishment, attacks, damaging things)

Sexual Violence (blackmailing, giving torture)

Emotional Violence (making hurt,

Verbal Violence (threatening, hating, and using bad words)

Psychological violence (giving torture,

Socio-economic violence (High caste to low caste/ rich to poor)

Bullying

5. Harassment

Teasing (girl/boy)

Use of hateful words by teachers or students

Showing anger from the side of teachers or students

Creating unnecessary pressure

Showing offensive behaviours

Making nervous through words and behaviours

Sexual deal/photo misuse through social media

It was decided that each group had to prepare postcards for the presentation.

The postcards from each group should contain the following things related to social injustices, such as photo collections, news collections (newspaper cut-outs), drawings, chart displays (problems, sources, reasons, and measures), report presentations, and so on. Similarly, I suggested some materials to be studied for each group. They were asked to focus on evidence of injustice related to their classrooms and societies. Each group planned to study, collect, and prepare the materials during Dashain's vacation. After they returned from vacation, they fixed a date for organizing a seminar called a Socratic seminar. They decided that they would engage in question-and-answer, open-ended dialogues, and discussion sessions after each presentation.

Execution Phase. On November 30, 2023, the Socratic seminar was scheduled to be conducted in the programme hall. The students were excited to prepare their stalls, where they had decorated the designated place with materials. As their plan, they invited the school principal, vice-principal, and other English teachers to observe their presentations. I just played the role of moderator at the time of discussions and dialogues.

Figure 5*Materials Production and Presentation at Socratic Seminar*

Note. Students of each group have prepared materials that include the evidence of discrimination, inequality, domination, violence, and harassment found in the classroom. They have collected news, events, pictures, and quotations related to social injustices, demonstrated them with discussions.

The first group presented their views with the materials about discrimination that existed in the classroom and school related to gender, race, religion, and study. There were seven members in the group. Among them, four students directly participated in the presentation. They displayed the playcards, with evidences such as news, reports, pictures, examples, and so on. After this, other participants raised several questions related to their presentations. Most of the participants also attempted to reply some the positive side of the programme. The headteacher also directly

involved in discussions and clarified the points in English. At last, three students put forward their reflections and views.

Likewise, the second group consisted of eight members, and among them, only five were directly involved in the presentation. They had prepared several display materials that assisted them in justifying the subject matter of inequality. They had mentioned how the events of inequality happened in the classroom and society. They also suggested ways of minimizing inequality. They included topics such as the unjust distribution of resources and opportunities, use of language for males and females, treatment of male and female students by teachers, and responses towards poor and bright students from the teachers in the classrooms. After their presentations, three students from the hall raised questions, and the other three remarked on the materials presented by the group. They also added some significant information with live examples from their classrooms.

After this, the third group demonstrated their materials and expressed their views on domination. Among the seven members in the group, only three participants actively presented their views. They collected information, news related to the assigned subject matters, drawings that demonstrated the evidence of domination, and some research findings related to domination. They incorporated various pieces of evidence under domination, such as domination by teachers among girls and boys, poor and bright students, domination over classmates from the students from rich families, unnecessary control of school authority in classrooms, and suppressive manners. Only three participants expressed their views and logic. The group facilitator summarized the session and answered to the queries from the participants.

In the fourth group, six participants engaged in the session, each contributing individually prepared materials on the theme of *violence*. The group facilitator had

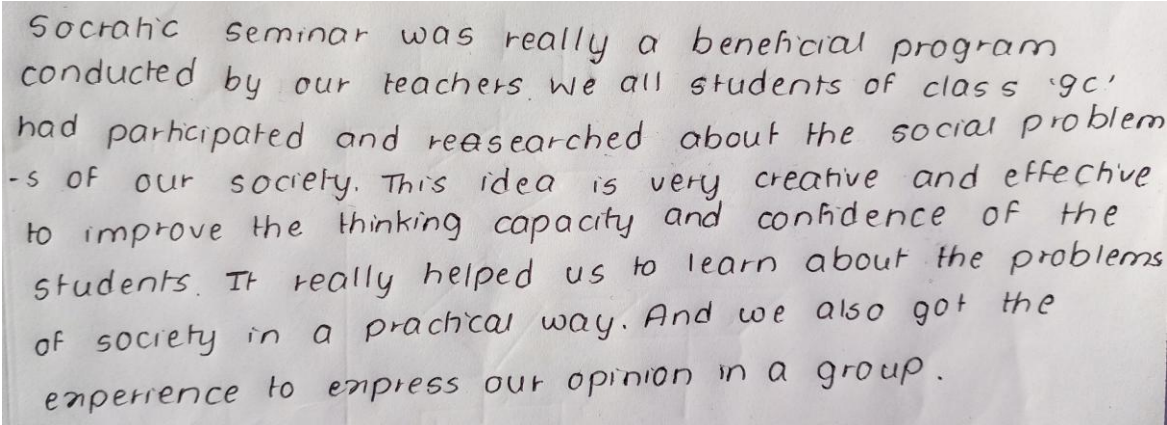
systematically allocated subtopics to ensure comprehensive coverage of the theme. These subtopics encompassed: physical violence (e.g., punishment, physical attacks, and destruction of personal belongings), sexual violence (e.g., blackmail, misuse of digital technologies, and inappropriate physical contact), emotional violence (e.g., provocation, causing emotional distress, and displays of anger), verbal violence (e.g., threats, use of derogatory language, and employment of profane or abusive terms), psychological violence (e.g., name-calling, blackmail, coercion, and persistent criticism), and socio-economic violence (e.g., restriction of access to resources, status-based discrimination, and property damage). This structured division of topics facilitated a multidimensional exploration of violence, allowing for a nuanced understanding of its varied forms and manifestations.

All participants except one were actively involved in the presentation and material demonstration. One of them did not take part due to her sickness. One of the participants shared her own experience from her life about how she fell in violence through her mobile phone. Most of the participants highlighted that blackmailing and giving torture, using hate speech, and bad words were the common forms of violence that occurred even in the classrooms.

The fifth group demonstrated their presentations on the topic of harassment. The group included seven members, and they prepared at least one material to display and took part in the presentation individually. They highlighted the evidences such as teasing, using hateful words, showing anger, creating unnecessary pressure, showing offensive behaviour, making nervous, and misusing etc. One of the participants exemplified that his friends had made him feel harassed at replying to answers. He expressed his views in class. Some of his friends used to tease him at the time of

speaking. Only three participants at the seminar expressed their views about harassment. The presentation was followed by question and answer sessions.

Observation. Due to the participatory nature of this study, I found out that the participants were so enthusiastic in taking part in the programme because they were arguing that it was the first time they were participating in the seminar. Students' engagement and cognitive investment were of top priority in those activities. A cooperative environment was created among them. In the 'summary of the day', individual students were more responsible for preparing the contents, but in Socratic Seminar, the whole group was using full effort to accomplish their endeavour. Each activity was conducted based on a discussion held in the classroom. For the preparation of the materials, they had enough time due to the Dashain vacation. Even if I provided sufficient information to them, the coordinator of the four groups consulted me through mobile messages during the time of vacation. One of the participants responded to the programme:



Socratic seminar was really a beneficial program conducted by our teachers. We all students of class '9c' had participated and researched about the social problems of our society. This idea is very creative and effective to improve the thinking capacity and confidence of the students. It really helped us to learn about the problems of society in a practical way. And we also got the experience to express our opinion in a group.

In other presentations, only coordinators used to be active and demonstrate their presentations, but in this programme, most of the participants presented from the side of their groups. The significant part was that after each group presentation, the participants were actively involved in argumentation and discussion, which helped them to be clear in subject matters. I found that they became conscious of the

evidence of social and classroom injustices after their presentation on different themes such as discrimination, harassment, inequality, injustice, domination, etc. Even the head teacher observed the programme and shared this programme through Facebook. He also added some points to the presentation. About ten teachers related to different subjects attended the sessions and praised me for the activities.

Reflection. What I realized from the assigned activities was that those participants who were directly involved in materials production and preparation could make their presentation so effective. Those who did not actively engage felt difficulty with the presentation. In my observation, I realized that students prefer group activity and feel comfortable working in a group. But ensuring equal participation in a group is always challenging. Some of the students seemed more active, while others remained passive. To activate the passive participants, I even supported them in preparing materials and gave the chance to present by looking at their papers. It requires motivation from every participant, and extra care needs to be provided for poor learners. The main support is needed during the material construction phase. After assisting, the poor learners also become ready to participate in 'Summary of the Day'. It was a compulsory activity.

The activity was conducted using the *Socratic Seminar* approach. While ensuring the participation of all learners proved challenging, a supportive environment was established to elicit examples of social injustices. The seminar facilitated learners' ability to identify evidence of such injustices and enhanced their confidence in voicing concerns within classroom contexts. However, as further activities were necessary to foster deeper critical engagement and develop critical awareness, the process advanced to the third cycle.

Cycle III: Developing Critical Awareness Through Dialogic Engagement

The participants had developed speaking habits and gained the confidence to talk about social issues. They learned to argue over injustices, but still,

some of the participants had not gained the skills of providing successful reasons and developing critical thinking skills, so this cycle included the two activities: Opinion and reason generator, and Problem posing with a critical friend group. With the help of these activities, the participants were engaged in different forms of dialogue to develop critical awareness in them.

Table 3.

Plan for Intervention Strategies for Stage III.

SN	What I did	Why I did	How I did	When I did	Who supported
1	Motivation and Orientation	To conduct the activities effectively	Presenting them with a model. Demonstrating motivational materials	2 days	Subject teacher, colleague, and students
2.	Opinion and Reason Generator	To present their views and opinions with reasons	Design different activities with problems. Demonstrate models of making an opinion with reasons. Conduct activities and help them to participate effectively.	5 days	Related subject teacher, the participants
3	Problem Posing with Critical Friend Group	be argumentative over debatable statements	Informing them how to create questions from wh... words Selecting the texts and asking them to prepare critical questions Discussing how we can reply to them	4 days	The teacher and the participants

Act

Activity I: Opinion and Reason Generator (February 11, 12, 15, 16, 2023)

Critical thinking aims: To present their views and opinions with reasons.

Language aim: To express an opinion with opinion exponents and provide reasons with the conjunction 'because'.

Rationale: The activity is helpful for expressing opinions towards any subject matter with successful reasons

Procedures

Orientation Phase and Preparation Phase. As a facilitator, I brought the participants into discussions about the importance of forming opinions with evidence or reasons. For this, I introduced the language functions such as 'I think...., In my opinion, ... I believe... they need to know before engaging in the activities. I facilitated the participants about how to design activities (Creating problems and ways of providing reasons). The next day they brought problem-based activities themselves and discussed them. They selected five problems and designed activities to execute in the classrooms. The participants demanded a demonstration class for this activity. So, the next day, I requested the participants to select any one of the five activities they had prepared.

Then I asked them to form groups of five members each. It was done based on their sittings. The groups said that they wanted to bring the problem to themselves. The next day, all six groups had problems taking part in expressing opinions with reasons. I improved their samples. We decided time for ten minutes to present from the side of each group. They had to engage in discussions before they presented their tasks.

Modeling Phase. The participants chose a problem with activities to be conducted as a model activity. I also designed some samples of responses to be demonstrated to be involved in this activity. It was conducted on February 11, 2024. Problem: A man was stuck in a very deep and big forest. It was late evening. He was helpless. No one could come there to help. He had to reach the top of the forest to get help from colleagues. There were wild animals in the forest. He was suffering from hunger. What does anyone need to carry to reach the top of the mountain safely?

Instruction

Now, observe the lists and decide any five items from the list mentioned that are very necessary to be brought to reach the top of the forest. Express your opinion with successful reasons.

Table 4

List of Items Necessary to Carry to Reach the Top of the Forest

Torch	A pack of Bread	A can of Water	Fruit Juice
A hunting knife	A long rope	Some milk	A bag of fruits
An axe	Solar lamp	A compass	Power backup for mobile
Tranquilisers	First Aid Box	ORS	Instant Noodles
A tent	Some firewood	Sunscreen lotion	Matches

I supplied some sample examples to be presented as a form of opinion and reason generator.

1. I think a torch is needed to carry because it is getting dark. He can't find the path without light in the deep forest.

2. In my opinion, a hunting knife is needed to carry because there might be wild animals that may attack him/her.

It was presented through a projector in the class. When the participants obtained examples to express their opinion with a successful reason, they also took part themselves happily. They were asked to write individually before they presented in the classrooms. Only five students took part due to time constraints. They seemed more excited to engage in this kind of activity.

Execution Phase. The next day, on 12th February, 2024, I reminded necessary instructions to be followed. I also tried my best to solve the queries raised by the participants. I presented a problem on the projector. I asked each group to study the problem, select any five items, and prepare opinions with successful reasons.

Figure 6

Students' Involvement in 'Opinion and Reason Generator'



Note. Each group has brought a problem and asked the students to express their views on it with a successful reason, which enhances their reasoning power.

Problem 1

Suppose you are planning to go on a trip. You want to enjoy the trip fully. You want to complete the trip comfortably and safely. For this:

Table 5

Things Which are the Most Crucial That we Need to Pack for our Trip.

Torch	Night Dress	Extra clothes	Fruit Juice
Sleeping bag	Mobile Charger	Toothbrush	Money
A Bootle of water	snacks	Towel	First Aid Medicines
Socks	Interesting Books	A stick	Diary
A tent	Some firewood	Sunscreen lotion	Route Map

The students were asked to discuss in groups and choose the five most crucial things they needed to pack for the trip. Each group discussed for ten minutes. Each participant from the group had to present at least one opinion with a strong reason. The whole group decided on five items to present their opinions with reasons. After each presentation, the students were motivated to react against each opinion and reason. More students took part in expressing counter-arguments than earlier. I also inspired them to counter-argue the opinions and reasons made by each group. Some of the participants counter-argued with good logic. The activities were conducted in a day gap so that I could continue the regular activities from the book.

The next day, on 15th February, 2024, I again conducted a similar type of activity. The groups were formed based on the number system. Each group was asked to stay separately and concentrate their discussions on the given problems:

Problem 2

Suppose you are making plan of going in trip. You need to make preparations and pack some items to bring for the trip. Now decide on any five items that one should not pack for a trip and why?

Table 6

List of Items that should not be packed for a Trip.

Bomb	Acid	Poison	Drugs
Fire crackers	Weapon	Food	Money
A Bottle of water	Snacks	Towel	First Aid Medicines
Socks	Interesting Books	A stick	Diary
A tent	Some firewood	Sunscreen lotion	Route Map

Each group presented their opinion with successful reasons. They were more excited to take part, and their power was becoming powerful day by day. Even the participants who were poor in English also engaged fully in the activity. Even if there were several grammatical errors in their opinions, they were eager to express and argue over others' opinions. They even raised questions over others' opinions and reasons, using expressions such as I am not convinced..., I disagree..., I can not agree..., How can you say that....

As the third activity, I brought up a problem related to maintaining social justice in the classroom. They felt a little more difficulty giving reasons for the problems, so they requested me to grant a day for preparation and present their

opinions with reasons. The problem was given on 16th February, 2024. I asked them to prepare their logic on 27th February.

Problem 3

Classroom learning becomes effective if we can promote social justice in classrooms.

In your opinion, what things are essential to maintain social justice in the classroom and why?

Table 7

List of Things Which are Essential to Maintain Social Justice

Respect each other	Raise your voice against injustices	Behave equally to girls and boys	Speak politely
Participate in activities	Share and care among friends	help with problems	Ask questions boldly
Share problems with teachers	Use encouraging words	Have a friendly relationship	trust each other
involve in discussions	feeling of brotherhood	play together	celebrate a special occasion
provide freedom	admire each other	share good wishes	listen to each other

The activity was designed to enable participants to identify evidence of social injustices and to explore strategies for promoting and sustaining social justice within the classroom context. Each group was asked to select more than five activities with successful reasons:

Example: Respecting each other is essential to maintain social justice because it creates a harmonious environment among people.

Speaking politely is essential to maintain social justice because it helps to establish

close relationship with each other.

Following each presentation, an argumentation session was conducted in which participants articulated their positions, substantiated their reasoning with evidence, and critically evaluated opposing viewpoints. This phase primarily involved the presentation of opinions, justification of claims, and engagement in reasoned debate. Participants reported that, despite its pedagogical value, they found the activity intellectually demanding.

Activity II: Problem Posing With Critical Friend Group

Critical thinking aims: To pose questions critically and face challenges.

Duration: February 27, 28, 29, 1 Mar., 2024

Rationale: This activity is crucial to learn the skills of posing questions and facing challenges from the side of students. It also tries to prove that knowledge is not deposited from the teacher to the student but is constructed through dialogue between them.

Orientation Phase and Preparation Phase. Before conducting the activity, I discussed with the participants and talked about the ways of engaging in it. The significance of problem-posing techniques was also discussed. To create critical questions, the participants planned to select two texts from the textbooks of grade nine. The participants fixed the two lessons (Wright Brothers and Save Your Smartphones) from grade nine English and discussed the questions to be raised in the group. They also chose a facilitator to handle the activity smoothly and discussed his/her roles to be played during the phase.

The facilitator, who was also one of the participants, organized the learners into six distinct groups to engage in a problem-posing activity. Of these, three groups were designated as *problem posers*, responsible for formulating and presenting issues

for discussion, while the remaining three groups assumed the role of *problem solvers*, tasked with analyzing the posed problems and proposing viable solutions. I allocated them a days period to study the given lessons and to get ready to ask questions and solve them. I also shared some model critical questions that can be asked as problem posing:

Model questions from the Wright Brothers

What is the genre of the text?

Who has written the text?

What is the purpose of composing the text?

What motivated the Wright Brothers to create a flying plane?

If you were born in the house of the Wright Brothers, would you be involved with them? Why?

If you were the parents of the Wright Brothers, how would you support them?

Do you think that they would have invented the airplane if they had not opened a bicycle shop?

Even if their tests failed, they did not lose hope and continued their effort to invent the airplane. If you were in such a condition, would you continue or leave? Why?

What is the significance of their invention for the world?

Do you think that their family was rich? Why?

Model questions from the Save Your Smartphones

Do you think that using smartphones is an important aspect of human life?

Does a smartphone support or hamper the study of the students?

Is it good to ban mobile phones in classrooms? Why?

How can we utilize smartphones for our study?

How are smartphones problematic for students?

What precautions can you follow to keep your smartphone safe?

Is it good to include such subject matter in our textbook?

Modeling Phase. Problem posing activity was new for the students, so they asked me to demonstrate a model so that they could engage effectively. They were eager to take part in demonstration. I got the names of ten participants and divided them into two groups: one for problem-posing and the other for problem-solving. As a subject matter to pose the problem, they chose a poem named 'Leisure' written by H.W. Davies. I gave an orientation to pose the problem from the poem, such as: What is the genre of the text?

Who has composed the poem?

What is the purpose of composing the poem?

What is the poem about?

What motivates the poet to create the poem??

If you were the poet, would you choose the same subject matter?

Did you find a similar context as the poet raised in the poem?

If you were the poet, how would you describe the leisure time?

I managed seats for problem posers and problem solvers facing each other. I allocated 15 minutes for posing problems and replying to answers at first, then I asked them to reverse their roles: problem poser to problem solver and problem solver to problem poser. Opinion-seeking and critical questions were focused to be asked. Every student was asked to raise questions and reply to the answers. Each of them helped their own group. No questions or answers were taken as right or wrong. They were equally valued in the problem-posing session. At last, I summarized their session with words of admiration for their active engagement and motivations.

Execution Phase. The problem-posing activity was conducted on 28th and 29th February and 1st March, 2024. At first, the lottery was done among six groups to fix problem poser groups and problem-solver groups. The lesson 'Wright Brothers' was selected for the subject matter to be discussed during the activity. The students were previously informed and asked to be ready for problem-posing. They were ready to perform the tasks assigned.

At first, we managed the desks and benches in front of the classroom and placed them in a confronting style so that they could pose questions and reply to the answers face to face. We allocated 10 minutes for each team to pose questions. Both teams switched their roles in ten minutes, and the facilitator fixed twenty minutes for each session. Several questions were posed by the problem posers, and the problem solvers also replied as far as possible. I served the role of motivating each of them to raise critical questions and clarify the raised questions for successful answers.

Figure 7

Students' Involvement in the Problem Posing activity



Note. A topic is selected to discuss, and one of the group members is asked to pose critical questions, and the next group is requested to provide possible answers. Any participant from the group can reply to the answers.

The role of the facilitator was to manage the activities and assign roles. The problem poser group asked the questions, and the problem solver team replied to each answer effectively. Other participants would listen to their views. They clapped their hands in each catchy answer. It took two days for three groups to complete the task.

Similarly, on the third day (1st March, 2024), they were more excited to take part. They had a good preparation for dialogic engagement in the lesson 'Save your Smartphone'. Everything was managed properly. One of the students took part in the role of facilitator to monitor the activity. More critical and opinion-based questions were asked: Is it good to use mobile phones in classrooms? If you were the author of this text, what things would you include in your writing? Every ten minutes, they exchanged their roles and did the activities as earlier. The students did better than on the earlier day. Four groups were involved in the activity on that day, and the next two groups demonstrated the next day.

Observation. The activities 'Opinion and Reason Generator' and 'Problem Posing' were conducted to gain the skills of generating reasons through which the participants were able to develop their critical thinking skills. I was assigned the role of facilitator by the participants. I designed the activities in their classrooms with their involvement. They suggested the items to be included in the different activities. I assigned the tasks by forming various groups to choose the items with successful reasons. Then I asked them to present in the classroom, and other participants were asked to argue over their reasons. They were so excited to participate in group

activities. I recorded their activities through photos and videos. I also kept some remarkable incidents during this phase.

The second activity was carried out in groups. The first activity under cycle three was assigned to determine the activities needed to maintain social justice in the classrooms. They were able to identify the major indicators of social justice and also learned the reasons why they were required to maintain them. Enough time was provided to them to bring reasons for the third activity. Problems were presented with the help of a multimedia projector. Sample solutions were provided before assigning the tasks, so they gained more confidence before completing the tasks. For the second activity, students seemed much more excited to take part in problem-posing. It was just like the battle but I changed it to a motivating battle.

Reflection. I realized that these varieties of dialogic activities granted them a lot of opportunities to speak, share, and confront their colleagues respectfully. Even the students who hesitated to speak were participating excitedly. In every activity, students were supported by the teachers or their colleagues, and they were free to express their views while looking at their papers. Views from the participants were given respect rather than replying best responses. Critical queries were emphasized during the cycle, so participants not only developed their critical awareness but also the habit of speaking in English. What I learned from those activities was that new and innovative programmes should be implemented to make the learners motivated in learning.

Chapter: 5

Findings and Discussions

This chapter incorporates the findings with five major themes and three sub-themes and discusses them in detail, evaluating them on the basis of pre-existing literature related to the themes. I have also included the reflections and vignettes from the participants to support my themes drawn from the data.

Manifestation of Social Inequalities in EFL Classrooms

Classroom participation and dynamics play a significant role in language learning. Unequal participation impacts learners' language proficiency. The findings of this research reveal that social inequalities in EFL classrooms are deeply rooted and multifaceted. The dynamics of participation and language hierarchies not only reflect individual student experiences but also mirror broader societal issues. As Dewey (1916) posited, schools are microcosms of society, and the inequalities present in the classroom serve as a reflection of those in the larger community.

The observations revealed that learners from marginalized backgrounds generally lag in English proficiency and tend to remain silent during discussions. Richards and Rodgers (2014) argued that this silence often stems from a fear of ridicule or a lack of confidence, reinforcing their marginalization. Many students expressed feelings of powerlessness, echoing Goldman and Cook's (2019) assertion that learners often perceive themselves as voiceless in the face of authoritative classroom dynamics. It has been shown that teachers valued those learners who could speak fluently and provided positive feedback, while those with lower language proficiency felt discrimination and humiliation. This hierarchy not only affected their academic performance but also their sense of belonging. The power relations reflected

social inequalities in which language proficiency became a barrier to equitable participation in classroom activities (McLaren, 1989).

The problem in my class was that students did not speak even when they faced difficulties. A significant hierarchy emerged between the talented and those less proficient, as well as between teachers and students. From the study, I found that leveling students according to their abilities was a primary reason behind the culture of silence among them. They did not feel free and secure when responding because they believed their peers would laugh at their mistakes. Priya (pseudonym) shared her experience:

There were very few activities conducted in English in the past. So, we didn't develop the habit of speaking. Our friends teased us when we made mistakes while speaking. I had many things to ask, but I could not do so in front of the teachers. We had many complaints but felt unable to voice them due to a lack of confidence. However, now I have gained more confidence and started to raise my voice.

The verbatim demonstrates that various dialogic activities were conducted during this study, in which we aimed to minimize evidence of social inequalities through collaborative tasks and a culture of sharing. Learners with limited proficiency were supported by both teachers and peers, receiving extra care. I also created numerous opportunities to help them improve their English speaking skills.

I observed that girls were more proactive in speaking in my class, while boys appeared more passive and remained silent in comparison. From this study, I realized that learners from lower socioeconomic backgrounds faced challenges such as limited

access to educational materials due to the digital divide and a lack of parental educational awareness. Learners from minority ethnic groups struggled academically and experienced fear when engaging in activities.

During the study, I recognized that both teachers and students exhibited varying levels of awareness regarding social inequalities within the classroom. While many teachers acknowledged the existence of these disparities, their pedagogical practices often failed to challenge the status quo (Giroux, 2016). Students reported feeling hesitant to voice their concerns about injustices due to fear of negative repercussions. Freire (1970) emphasized the importance of dialogue, reflection, and action in learning for developing critical consciousness, which empowers learners to advocate for change. He claimed that a lack of dialogue in teaching promotes a culture of silence among learners. It has become evident that fostering critical awareness among students is essential for challenging social inequalities.

The manifestation of social inequalities in EFL classrooms is a pressing issue that must be addressed during teaching and learning. The findings of this research underscore the importance of adopting inclusive pedagogical practices that promote equitable participation and critical awareness among all learners. In this research, I ensured the participation of each student through support and feedback. Activities such as "Logic of the Day," "Summary of the Day," "Problem Posing," and "Fishbowl Discussions" were implemented. By addressing the underlying factors contributing to these inequalities, educators can create a more just and empowering educational environment, ultimately fostering a generation of socially conscious individuals ready to advocate for their rights and the rights of others.

Transformational Practices for Critical Awareness and Student Engagement

Transformative pedagogy employs innovative practices in teaching that empower learners to think and act critically and develop the spaces for self-reflection, critical thinking, and social justice in education. It was developed based on 'the theory of transformative learning' propounded by Mezirow (1978). He proclaimed that transformative practices in teaching help to revise the way we think, feel, and act. It is needed to transform our practices so that the learners can engage in the activities actively. They support us in revising our thoughts and actions. For this, a new perspective is required to be transformative.

During this study, some effective and new activities were conducted that inspired them to engage actively. Expressing one or two logics everyday, conducting opinion and reason generator, problem posing activity with a critical friend group would help them to develop argumentative power. Students were engaged not only in activities but also in the planning phase, observation phase, and reflection phase that supported them in developing learner autonomy. Before their involvement and presentation, each learner's ZPD, as claimed by Vygotsky (1968), was identified, and they were supported by their colleagues and the teacher. It triggers them to engage in dialogic engagement in English because most of the participants would feel a problem speaking in English. I found out that they were a bit suppressed due to the lack of support and cooperation.

Similarly, regarding transformative pedagogy, Freire (2000) focuses on the role of education in empowering the learners to challenge and transform oppressive structures and encourages critical consciousness and social change. For this, it requires dialogic pedagogy and social justice education, which can assist the learners

to question social injustices and transform society. It can transform the learners into change agents if they are critically aware. During my study, I could not find critical awareness among students at the school level. However, Adhikari & Pandey (2024) documented that university-level EFL teachers are aware of students' oppressed voices and are beginning to practice critical pedagogy, creating dialogic, student-centred classrooms that enable critical awareness despite limited formal training.

The rapid advancement of information and communication technology has significantly accelerated the pace of change in education. This dynamic and ongoing transformation continuously reshapes teaching methodologies, strategies, and techniques. One of the most notable shifts in pedagogy involves a transition from traditional approaches—such as knowledge transmission and rote memorization—toward more constructivist and learner-centered paradigms. These include moving from *knowing* to *doing*, from *teaching* to *learning*, from *memorizing* to *understanding*, and from *receiving knowledge* to *constructing knowledge*. Technology plays a pivotal role in facilitating this shift by enabling interactive and dialogic learning environments that foster critical thinking and awareness among learners.

Role of Teacher and Learner

Transformation in pedagogical practices is not an easy task. It requires critical consciousness and creativity among teachers and students to bring change. Kincheloe (2008) argued that teachers must be critical and creative to enable students to think critically and creatively. In the case of EFL teachers, they need to be more creative to make their learners motivated in English, which is not an easy task. It requires shifting their traditional roles for transformative practices. Traditional authoritative roles of teachers cannot motivate the learners. In transformative learning theory, Jack Mezirow highlighted the role of teachers as facilitators as well as co-learners.

During the study, I played the role of facilitator in some activities, such as the logic of the day, summary of the day, and problem posing, and co-learner in some activities, such as fishbowl discussion and Socratic seminar. The teachers have to transform their role from knowledge providers to co-learners to maintain close relationships with students. In this regard, I asked my colleague to capture students' reflections about my PAR. One of the participants, Sunil (pseudonym), commented:

We find it easy to learn English nowadays. In the past, English teachers used to order what to do and what not to do. We were compelled to follow his order, but now we are experiencing it differently. At first, we felt odd working together with the teacher, but later we felt happy to cooperate with the teacher. It has become an exciting part of our learning. We got chances to get involved in new and new activities. We are using and learning English through those activities. We are feeling that we are not alone in completing the tasks.

Students' reflections show that they were excited to learn English because of the role of the teacher as a co-participant or co-learner. The teacher's role in transformative pedagogy is to create learning spaces in which the students can learn English by practising themselves. There is no control from the teacher to learn. Teachers plan and design several activities, discussing with the learner, and learners feel ownership in ongoing activities. The activities show that students are not the only consumers of knowledge, but they can also contribute to constructing knowledge, working with teachers. 'Jug and Mug' system of learning does not bring change in the learning pattern, but transformative and innovative practices arouse curiosity and motivation among learners. Wangdi (2016) claimed that transformative pedagogy-

based classroom methods apply tenets that promote student engagement, ownership, and participation while fostering an enjoyable and engaging learning environment.

Pedagogical Shift

In the field of ELT, it has undergone several transformations in approaches and principles in teaching. Shifting from the grammar translation method to the communicative method is not sufficient. This is the area of no-method pedagogy in which a teacher develops the best theories through research and applies them in their context. Content-loaded pedagogy needs to be changed into project-based pedagogy. During my study, I tried to flip my practice into activities based on that help to increase the engagement of the students. If we only depend upon rote learning, it cannot enhance the creativity of the learners. Projects or tasks based and cooperative learning potentiate the cognitive investment of the learner. Donnell (2007) asserted that the transformative practice of teaching encourages collaborative projects and equips students with critical and creative thinking.

Learners' engagement plays a vital role in transformation, which can be ensured through new and innovative teaching approaches and principles. Teaching-based pedagogy needs to be shifted into learning-based pedagogy. Technology-based teaching is the cry of the day, so I used technology while carrying out critical PAR. In this regard, one of the participants, Nabin (pseudonym), reflected:

Only the content of the English textbooks used to be focused on in the past.

We were not engaged in new activities, but now different activities are demonstrated through a multimedia projector. We are asked to prepare materials for a presentation consultation on the internet. It has made it easier to

prepare materials in English. Technology supported us to speak in front of teachers and colleagues.

I tried my best to shift the ready-made pedagogy to a tailor-made pedagogy. We were guided by 'one size fits all' pedagogy, so the teachers used to provide the same topics/tasks to the students, but during the study, different levels of activities were designed to capture their diverse abilities, which is called differentiated instruction. Because of its participatory nature of learning, students felt equity and respect while performing any tasks.

Shifting traditional pedagogy to modern was not an easy task. Before conducting classes, there should be a lot of planning and designing several activities; it was not easy to allocate enough time for those activities for the teacher. Different instructional materials were required to apply for motivating the learners to engage in activities, but the school lacked them. During the phase, different types of obstacles such as class disturbance, casual holidays, and students' absenteeism hindered the effective implementation of the activities. I tackled all those problems and was able to accomplish the task with the coordination and cooperation of other fellow teachers and school authorities.

Change in Teaching and Learning Strategies for Developing Critical Awareness

The effectiveness of language learning is profoundly influenced by the learning strategies employed by both educators and students. Research has shown that successful teachers utilize a diverse array of effective teaching strategies, while successful learners engage in various effective learning strategies, which together facilitate pedagogical transformation. Traditional pedagogical approaches, which

emphasize uniformity in teaching tasks and methods, often fail to address the diverse needs of learners. During the phase of CPAR, we conducted innovative programmes such as logic of the day, fishbowl discussions, summary of the day, socratic seminar, opinion and reason generator, problem posing with a critical friend group. We employed different techniques such as pair, care and share, cooperative learning, scaffolding, multicultural practice, learners' presentation, socratic questioning, problem posing and debate, and discussions. These strategies helped the learners to be critical. Shor (1992) suggests a model for teaching for empowerment in which problem posing becomes the major goal of teachers. Students participate in the building of their ideas, create spaces for dialogue, and shape the class and curriculum through group work. Therefore, teaching and learning strategies must promote equity, access, and justice for all learners.

Culturally responsive teaching plays an essential role in recognizing and integrating learners' cultural references, thereby enhancing intercultural communication. This approach fosters mutual respect among students for each other's cultural backgrounds. More critical than the amount of time learners dedicate to studying is the nature of the strategies they employ and their cognitive investment in the learning process. These considerations were central to my research. Emphasizing learner autonomy over teacher control is vital, as highlighted by Deci and Ryan (2000), who assert that self-determination and autonomy are fundamental to fostering intrinsic motivation and engagement in educational practices. In my study, learners were granted the freedom to plan and select their activities, with minimal intervention from the teacher.

The focus of my research was on cognitive and metacognitive strategies, which are integral to transformative pedagogy. As Mezirow (1997) posits, transformative pedagogy fosters deep engagement and creates a meaningful learning environment. Furthermore, innovative practices encourage collaborative and experiential learning, while culturally responsive teaching strengthens relationships, builds trust, and fosters a sense of belonging (Ladson-Billings, 1995). These approaches assist in promoting social justice and fostering an inclusive and personalized learning environment.

In light of these findings, educators must transform their techniques, methodologies, and activities to uphold justice and enhance English proficiency among learners. The integration of these strategies not only supports academic achievement but also cultivates critical awareness, empowering students to engage meaningfully with their learning environments. As the educational landscape continues to evolve, the commitment to equity and inclusivity will remain essential in developing proficient, socially aware learners capable of navigating and challenging the complexities of their contexts.

Dialogic Engagement for Social Justice and English Proficiency

Engagement is the major component of participatory action research. Learners' engagement plays a crucial role in bringing change. So, in this study, the major focus was on students' participation and engagement. Individual engagement, peer engagement, group engagement, and whole class engagement are the different forms of engagement in which a dialogic environment was created as a form of discussions, argumentations, debates, dialogues, presentations, critical queries, etc. Before conducting this action research, students were not motivated to engage in activities,

but during dialogic teaching, students actively participated in various new activities. Fredricks et al.(2004) found that students' engagement in school is a critical component of the learning process. According to them, those who are engaged fully in activities demonstrate high behavioural involvement with high motivation and positive emotions, whereas disengaged participants display apathetic feelings, boredom, and negative emotions. Those activities helped to increase the students' participation. One of the participants, Deena (pseudonym), asserted:

I was very poor at speaking English. There was one-sided teaching. Only the teacher talked in the classroom. We used to listen only, but now we get the chance to engage in different activities. We have participated in speaking. We had a lot of discussions. We also took part in the conversation. We participated in the presentation. I was also involved in argumentation. All of the activities were focused on having dialogue. Engagement in dialogues and discussions has developed my habit of speaking in English.

The participatory nature of activities generally promotes the engagement of the students. Support, scaffolding, and teachers' manners also play a greater role in their involvement. Dialogue not only promotes engagement but also supports the co-creation of knowledge if it focuses on problem posing (Freire,1970). The activity 'Problem posing with Critical Friend Group' was conducted at the third cycle of this CPAR, through which critical components were obtained. Language is for communication. Communication happens when students are inspired to take part in dialogue and discussion. Among the 4Cs of 21st-century skills, communication plays a crucial role, and we need to focus on conversational activities that can foster their speaking proficiency and critical awareness.

Equal participation, equal opportunities, and a sense of respect and justice are the requirements of effective dialogic engagement. The response from the participant mentioned above revealed that the activity had created an opportunity to argue, discuss, and present their views, and developed a sense of confidence in speaking. Kent and Taylor (2002) claimed that it can be promoted through dialogic theory, which consists of five principles: mutuality, propinquity, empathy, risk, and commitment. The activity should be collaborative; there should be sharing and a sense of equality among the learners. The activities conducted during my CPAR were collaborative, and I tried my best to treat everyone equally, so I found out that my participants seemed open, felt secure, and engaged a lot in discussion, problem-solving activities, Socratic seminars, and a summary of the day. Meena (pseudonym of one of the participants) remarked :

I felt very interested while taking part in the fishbowl discussion. We discussed a topic critically. It improved our habits of speaking and talking habits. It also increased our confidence without having any fear. It increased our communicative ability. Whether we were poor or rich in England, we took part, and our views were equally respected. I felt more secure in my use of English.

Establishing close relationships and maintaining proximity among the participants is the next condition for effective dialogic engagement. If we create hierarchies in the name of diverse abilities, languages, cultures, castes, and religions, then they cannot feel proximity. As a result, their engagement will not be effective. Similarly, there should be an atmosphere of support and trust to gain empathy. Engaging in dialogue in the target language is itself a risk. They have to be ready to

take risks so that they can learn better. If they only enjoy the low-hanging fruit, they cannot achieve success in learning. Commitment is needed for every activity. If the learners are not committed to engaging in dialogue and conversation, the teachers' efforts become meaningless, so these requirements should be fulfilled for effective dialogic engagement, according to Kent and Taylor. What I have realized through my study is that before assigning any tasks or conducting any activities for the students, a lot of discussion and modelling practices should be done. In each cycle, students were oriented about their engagement. There was a demonstration class as a model so that they would feel more excited to take part. Lyle (2008) also asserted that there should be enough discussion of dialogic practice that functions as a vehicle for increasing pupil engagement at a deeper level, and it also helps to raise the quality of classroom interaction.

Dialogic engagement can be achieved and enhanced by understanding the features of communication practice. Even if Lane and Kent (2018) claimed that there are eleven features of dialogic engagement, I could only maintain some features, such as treating others as valued, interactions based on dialogue and turn-taking, repeated interactions, relationship-based trust, and activities mutually satisfying. Their main emphasis was only on classroom interactions, but I equally emphasized the roles of discussions, argumentations, reasoning, presentations, and problem posing as the activities for dialogic engagement.

I applied dialogic teaching procedures during CPAR that helped to increase the rate of student-teacher interactions. Alexander (2008) also emphasizes the role of dialogic teaching that maximizes the potential of teacher-student interactions. According to them, it encourages the students to think, explore new points of view,

and construct knowledge in dialogue. This shows that dialogue spaces should be created to enhance the critical thinking of the learners.

Addressing Diversity for Social Justice

Diversity and social justice are inseparable terms in the context of bringing changes in our classroom practices. The traditional way of perceiving teaching and learning procedures has created a great hierarchy and distance between learners and teachers. The lens that we use to see the learners has to be changed. The students are not only the learners. We need to recognize the students as knowers with diverse ways of knowing. They are not empty vessels. Everyone has a diverse way of knowing, and the teacher can use that knowledge to learn new knowledge.

Every child has their personality, identity, and positionality that we need to respect to maintain social justice. They know diverse languages. They come from different societal backgrounds. Teaching cannot be effective if we do not address diversity in our practice. As they have diverse ways of being, they also have diverse ways of doing. Among the participants in my study, some of them were better at drawing, some of them were better at speaking, some of them were better at composing poems, and some of them were good at critical thinking. The teacher has to recognize diverse abilities and treat them accordingly. Diversity management executives must support diversity in the classroom by looking at instructional materials, getting to know students, addressing inequality, fostering relationships between parents and the community, meeting a range of learning needs, hiring a diverse workforce, and encouraging opportunities for professional development (Wrench, 2005).

Meaningful change and effective support for learners cannot be achieved without a foundation of social justice. According to Ojha et al.(2024), the choice of English as a medium of instruction in public schools in Nepal promotes existing social inequalities. They argue that the commodification of English Education reinforces class, caste, and linguistic disparities, and they also claim that schools as sites for reproducing social inequalities. There is a great challenge to address learners' diversity. Students do not generally speak because they do not understand them. We do not know what resources they have. They do not feel safe in the classroom. One of the participants, Jay, shared with me that his friends used to laugh at him for listening to his Tamang tone while speaking English, so he did not like to speak English. It shows that he was humiliated due to being poor in English and having a Tamang tone. After conducting this research, I also asked him for a reflection, and he said that participants respected each other. They started supporting in the place of laughing. We are asking and giving extra focus only to talented students, but we do not ask questions to poor students. If they do not feel equity in the classroom, they won't be motivated. To address such problems, we can adopt different principles: recognition, epistemic justice, and critical consciousness.

Considering the students as empty vessels is our great mistake. They are not blank sheets of paper, as behaviourists claim. We need to recognize them not only as learners who are expecting knowledge from the teachers, but also they are sources of knowledge. They know about their own mother languages, cultures, societies, environments, songs, foods, and parental history. We need to recognize them as co-creators of knowledge. They can create knowledge with teachers, colleagues, and the environment, but the teachers need to create learning spaces. They can create new knowledge using the existing knowledge. If we perceive them as consumers of

knowledge, it will be a great fault. We have to design diverse activities that help them invest their prior knowledge, ideas, and voices to contribute to creating a new body of knowledge. During my PAR, I participated with all the students in planning sessions, execution sessions, and reflection sessions. Most of the activities conducted during the study were developed by students with my guidance and feedback. Ravi (pseudonym) asserted:

In the past, I never spoke with friends and teachers in English. Teachers used to come into our classroom and open the book. We were compelled to follow whatever the teachers ordered, but now I am quite excited. Teachers care about our demands and desires. In fishbowl discussions, we even got a chance to talk about our own cultures. During the study, we planned together about the activities to do, and we also prepared our materials. The teacher also asked about our experiences before conducting any activities. We shared our views about when, how, and what to do. So, we engaged a lot.

As teachers, we need to ensure that each student has opportunities to be heard, seen, and respected as a source of knowledge. We need to listen to the voices of all students and value them. Most of us take diversity to be a problem, but we need to recognize it as a resource of knowledge. In this study, we designed different activities such as problem posing, logic of the day, and Socratic seminar, which helped each student to bring their diverse ideas.

Social justice can be maintained only when we help learners develop critical consciousness. Social justice is the product of critical consciousness. For this, posing problems for them is necessary to let them think a bit deeper. We impose bundles of questions on the students, but we never help them to ask questions. Making students

able to raise questions is very important. We generally ask students to give good answers, but we never ask students to make good questions. During my study, I did a problem posing activity, which helped the learners raise critical questions.

Ghasempour et al. (2013) said that problem-posing tasks provide a sense of ownership of learning in students with the help of metacognitive strategies.

The students are not taught how to ask questions or why the problem is. If we want to develop the learner as a change agent, we need to connect our teaching with society and daily life; otherwise, they will be passive learners. Social justice education can provide such skills and knowledge to challenge injustices and advocate for or change for the students. It encourages them to become active agent of change who can contribute to establishing an equitable and just society through their classroom practices.

Generating Critical Awareness for Maintaining Social Justice in Classrooms

Critical pedagogy serves as an instrument to generate critical awareness in learners. It produces critical educators who can serve as societal change agents. As Giroux (1992) claimed, they become sensitive to serve the role of change agent and catalyst to use innovative pedagogical practices that help to contribute to social justice, rights, and entitlement. It empowers the learners to raise their voices against social injustices. So, critical awareness should be generated. Pardede (2019) mentioned that the reason for developing critical thinking for EFL students is that it promotes their ability to raise questions, analyze, criticize, reflect, judge, and accept and reject new ideas, concepts, and viewpoints.

School is also a form of society where students from diverse abilities, cultures, languages, ethnicities, and economic and social backgrounds come to study; our practices should also address their diversities. If we empower the learners to be aware of it and raise questions, they can contribute to equity, freedom, and justice. One of the participants, named Bina (pseudonym), narrated:

In our daily teaching, we were asked to reply with the answers. Only a few could reply correctly. If we made mistakes, the students would laugh. I felt frightened. But now, asking questions is focused. Problem-posing activities have helped us to increase our confidence in speaking. Students do not laugh at wrong answers. They are more supportive. We can even express our views by looking at notes. It has made it easy to take part in tasks. Sometimes I felt a problem in speaking in English. Now I can share it with my teacher and friends, and they are ready to help me. It has decreased the level of anxiety and fear in me.

The response demonstrates that critical engagement and problem-posing activity are demanded. Scaffolding plays a great role in building confidence in speaking and asking questions. We need to focus on critical engagement in activities and critical engagement with teaching materials. The engagement helps the learners to be critical in their own work. ‘Problem-posing brings interactive participation and critical inquiry into the existing curriculum and expands it to reflect the curriculum of the students’ lives’ (Wink, 2000). It helps the learners to identify the injustices existing in our classrooms and societies and resist to maintain social justice. According to Giroux (2016), educational institutions have to play a major role in producing critically engaged agents or critically aware manpower who have a great

concern for social issues. During my study, students were fully engaged in such activities that helped them to be critical. During fishbowl discussions, students in the inner circle argued critically on a topic. They tried solving critical queries as a form of debates and discussions. Why and how aspects were mainly focused on in the discussions.

Similarly, during problem-posing activities, students posed many critical questions, such as: What is the purpose of composing the text? What motivated the Wright Brothers to create flying planes? If you were born in the house of the Wright Brothers, would you be involved with them? Why? If you were the parents of the Wright Brothers, how would you support them? Do you think that they would have invented the aeroplane if they had not opened a bicycle shop? These questions made the students think deeply and creatively. Klynhout (2018) suggested using thought-provoking questions, such as “Why do you think...?”, “How do you know...?”, and “What tells you...?” that help to develop critical thinking in learners in their learning. Likewise, one of the students claimed that 'Opinion and Reason Generator' also inspired them to be reasonable and argumentative. The arguments and counter-arguments among the critical friend groups created ample opportunities to generate critical awareness.

What I realized from the study is that providing opportunities to engage in different tasks is not sufficient. Some students do not take part due to language problems and content problems. One of the participants, named Ruby (pseudonym) remarked:

It was the first time I had engaged in such a type of discussion. Most of the participants took part in the program. It is a good platform to learn things

differently. It has increased our confidence in taking part in discussions. It has made us not only creative but also critical. One negative aspect of this discussion was that some of us could not take part effectively due to our language problems and poor background. So, this sort of practice should be continued with some improvement.

The expression vividly shows that students were excited to take part because of a new platform of learning, but due to the lack of support, not all students can take part, even if opportunities were created for them. To ensure their full and active participation, scaffolding or support for the poor students is equally crucial. The scaffolding can be provided by their own colleagues. For this, cooperative learning should be ensured. Students generally need support for idea and opinion generation, materials production, and presentation. What I found in my study is that peer support is more effective than teacher support.

Making space for student choice plays a great role in ensuring their critical participation and engagement. It empowers students to be agents of change, creating safe spaces where every student feels valued, irrespective of background (Freire, 1970). Mandatory activities make the students rigid and dull, and choices to select the tasks respect students' diverse ways of thinking and learning, so teachers have to provide options to perform the tasks. During this study, I always inspired them to select their tasks from multiple items that motivated them to engage in tasks. Personal freedom was given to them. At the time of the presentation, students were free to express their opinions without looking at any materials or looking at notes they had prepared. Because of this, the rate of participation was higher than for other activities. In this sense, student autonomy was respected during the study.

According to Banks (2016), democratic knowledge and practices can develop young people's agency, critical consciousness, and self-belief, helping them to be able to challenge inequity and injustice and bring change in society. So, freedom of choice and freedom of raising voices should be provided to the learners for developing critical awareness.

Students are not only the learners but also the knowers. They are also diverse sources of knowledge that can be utilized as prior knowledge to gain new knowledge. They have come from diverse fields and societies, so they have a lot of experience and knowledge. We need to honor their experiences. They should not be perceived as consumers of knowledge, as the Banking Model suggested. We need to respect their positionality, and they can act as agents of change. Freire (2000) claimed that this sort of critical pedagogy helps the oppressed groups to bring critical consciousness that contributes to them feeling empowered to become active agents of change. The shreds of evidence proved that critical awareness and consciousness are an essential part of social justice.

Chapter: 6

Conclusion and Implications

This final chapter presents the study's conclusion and discusses its implications. I have drawn a conclusion on the basis of findings and discussion, including strengths, weaknesses, implications, and future direction of the research. I have discussed the implications in policy, practice, and further research.

Conclusion

This study delves into the intricate relationship between language learning and social justice, emphasizing the need for critical consciousness through dialogic engagement among English as a Foreign Language learners. It pursues a multidimensional objective: first, to examine the presence of social inequalities within language classrooms; second, to collaboratively develop dialogic strategies aimed at fostering critical awareness; and third, to evaluate the effectiveness of these strategies in advancing both English language proficiency and social justice. The findings underscore the pressing reality of social inequalities manifested in classroom dynamics, where students from diverse cultural, linguistic, and economic backgrounds often grapple with issues of marginalization, silence, and power imbalances.

This research has combined critical pedagogy with dialogic engagement that supports the teachers to create inclusive environments that empower students to voice their concerns about injustices. It demonstrated that purposeful and inclusive dialogic strategies such as Socratic seminars, fishbowl discussions, and logic-based dialogues can empower learners to become active participants in their learning journey. These strategies not only enhanced linguistic competence but also encouraged learners to critically reflect on and challenge social injustices. Through participatory and learner-

centered activities, students reported increased confidence, autonomy, and a deeper sense of empathy and respect from their peers.

The research also offers substantial contributions to the field of EFL pedagogy. It provides a practical framework for integrating dialogic and critical pedagogical approaches in language teaching, thereby shifting the role of educators from authoritative figures to co-learners and facilitators of knowledge. By foregrounding student voice and agency, the study proposes a model where language classrooms become transformative spaces for social justice education. Furthermore, the emphasis on collaborative learning, mutual respect, and emotional safety significantly adds to the discourse on equitable education in linguistically and culturally diverse contexts.

However, the study was confined to a specific educational setting, which may affect the generalizability of the findings to broader contexts. Additionally, the sustainability of the dialogic practices beyond the study period remains an open question, and they were conducted only in the English language, which restricts their expression in a diverse classroom. A large and full class setting may have suppressed quieter voices, and findings were based solely on PAR interventions. There is a need for longitudinal studies to assess the long-term impact of critical awareness on learners' academic and social development.

Despite these constraints, the implications of the study are far-reaching. It calls upon educators, policymakers, and curriculum designers to reconceptualize language teaching not merely as skill transmission but as a socially responsive practice. By embedding dialogic engagement and critical thinking into EFL curricula, educators can nurture learners who are not only proficient in English but also

critically conscious individuals capable of challenging inequities within and beyond the classroom.

In conclusion, this research reaffirms that dialogic engagement is a powerful pedagogical tool for cultivating critical awareness and promoting social justice in EFL classrooms. It advocates for a shift toward more inclusive, reflective, and empowering educational practices. Adopting this, it contributes a vital pedagogical lens through which language education can become an agent of social transformation.

Implications

The aforementioned findings manifest that social justice needs to be maintained in EFL classrooms to develop confidence in speaking and to be involved in activities freely and boldly. There must be respect, freedom, equality, and justice in our treatment that helps them to gain autonomy and be critically aware. The learners can be the change agents if they are critically aware and gain confidence in argument and problem posing. The teachers should conduct new and transformative activities that help the students to arouse motivation for active engagement. I have tried my best to present recommendations at three levels:

Policy Level

The study has revealed that critically aware learners who can contribute to maintaining classroom justice can be generated through various forms of dialogic engagement. So, it has highlighted the significance of dialogic pedagogy; the EFL curriculum designers need to integrate dialogic teaching strategies in the curriculum, ensuring the activities that enhance critical thinking and discussions on social justice issues. The findings of this research underline the urgent need for educational policies that prioritize social justice and critical pedagogy in EFL classrooms. Policymakers

should recognize that schools are not merely institutions for academic learning but are also venues for socialization and empowerment.

It has also suggested some transformational activities, such as Socratic seminars, opinion and reason generators, fishbowl discussions, and problem posing to be included in the curriculum. For the effective implementation of the curriculum, there must be mandatory teaching training for EFL teachers on dialogic methods, transformative practices, and the use of critical pedagogy to promote social justice in EFL classrooms.

The educational policymakers will benefit from the findings and can integrate critical pedagogy in the curriculum, equip educators with the knowledge and skills necessary for implementing dialogic engagement, create a supportive learning environment, and foster collaboration between schools and the community to promote parental involvement. It is required to rethink and restructure the ongoing national policy and incorporate social justice themes of equity and inclusion in education. They should make mandatory provisions for every teacher of school education to carry out two participatory action research projects every academic year for promotion. A supporting system and a fair class monitoring system should be developed for the effective implementation of each policy. It has emphasized the use of technology in EFL classrooms. The Ministry of Education should make provisions for managing multimedia projectors in every classroom. The traditional evaluation system of testing language proficiency should be shifted to include questions related to test reflective practices, critical thinking skills, problem-posing skills, and communication skills.

Consequently, there is an urgent need for developing critical awareness, and dialogic activities have been identified as essential for fostering learners' critical thinking and problem-posing abilities.

Practice Level

The study has suggested some transformational activities, such as Socratic seminars, problem posing, opinion and reason generators, and fishbowl discussions to enhance critical awareness among learners. The EFL teachers will benefit from this PAR to create a conducive environment and a safe and inclusive space for the implementation of suggested activities to enhance the critical thinking and communication skills of the learners. It has given a good message to the teachers to participate learners not only in engaging activities but also in planning, observation, reflection, and decision stages, which helps to promote learner autonomy and active engagement. They can engage learners in critical discussion of real classroom issues related to equity and inclusion that will contribute to producing active agents of advocating social justice. Teachers should practice designing lesson plans incorporating the themes of equality, inclusion, fairness, and freedom, and connect them with specific objectives.

The textbook writers should select the texts and design the activities related to the themes that promote critical thinking and social justice. They need to align language skills: listening, speaking, reading, and writing with critical awareness. It has been suggested that the teacher should integrate technology to facilitate dialogic engagement in different situations. Similarly, teacher trainers, experts, and professionals should focus on critical pedagogy, participatory action research, collaborative and cooperative dialogic activities, and reflective activities to develop trained and qualified teacher manpower. School authorities and concerned

stakeholders are recommended to supervise the classroom activities and carry out necessary actions for the motivation and promotion of teachers who are doing transformational and creative practices.

Further Research

This small-scale research cannot incorporate all kinds of dialogic activities that enhance the broad theme of social justice. This research is limited to a class of a governmental school located in a semi-urban area, so its findings may not represent the whole EFL context, but whatever findings I revealed from this CPAR are very crucial in modern academia. The findings of this study open avenues for further research in the field of EFL education and critical pedagogy. Future research should build on the insights gained from this study to deepen our understanding of the interplay between language learning and social justice. It certainly yields crucial insights to promote social justice through critical awareness and dialogic activities. Future research could investigate the long-term effects of dialogic engagement and critical pedagogy on students' critical awareness and language proficiency.

It has also been revealed that there exist several pieces of evidence of social injustice that obstruct English language learning. Even learning English reinforces social inequalities in classrooms, and that can be minimized through critical thinking activities. This research plays the role of a catalyst for novice researchers to identify critical components required to focus on research related to the field. It has created several areas of research, such as the implications of critical pedagogy, the impact of dialogic engagement, strategies of dialogic engagement, maintaining social justice in EFL classrooms, the role of equity and inclusion for the enhancement of language proficiency, and so on. As technology continues to evolve, research should explore how digital tools can facilitate dialogic engagement and critical awareness in EFL

classrooms. Similarly, investigating the role of technology in promoting collaboration and communication can lead to innovative teaching practices.

It has applied a critical participatory action research design, but it can be done by applying ethnographic, phenomenological, case study, and survey designs. I believe a mixed research design may be more suitable for studying such kind of research subject matter. Generally single programme is applied in action research, but this research incorporates several programmes relating to the same objective. Novice researchers can also follow the trend to provide a new taste in action research. In a nutshell, the study has created a vast landscape for the upcoming researchers to carry out their research in the field of social justice, critical pedagogy, and dialogic pedagogy. Even the novice researcher can study the experiences with dialogic engagement and critical pedagogy that could provide valuable insights.

The implications of this research underscore the necessity for a comprehensive approach to language education that prioritizes social justice and critical awareness. By addressing policy, practice, and further research, stakeholders can work collaboratively to create inclusive and equitable learning environments that empower EFL learners. Implementing these recommendations can not only enhance language proficiency but also cultivate a generation of socially conscious individuals capable of advocating for their rights and the rights of others. The integration of critical pedagogy within EFL contexts holds the potential to transform educational practices and contribute to a more just society.

References

- Abrami, P. C., Bernard, R. M., Borokhovski, E., Wade, A., Surkes, M., Tamim, R., & Zhang, D. (2008). Instructional interventions affecting critical thinking skills and dispositions: A stage 1 meta-analysis. *Review of Educational Research*, 78(4), 1102–1134. <https://doi.org/10.3102/0034654308326084>
- Acharya, B., Sigdel, S., & Poudel, O. (2024). Analysis of effectiveness of collaborative pedagogy practices. *NPRC Journal of Multidisciplinary Research*, 1(4), 172.
- Adams, M., Bell, L. A., & Griffin, P. (2016). *Teaching for diversity and social justice* (3rd ed.). Routledge.
- Adhikari, D. P., & Pandey, G. P. (2024). Critical pedagogy in higher education: EFL teachers' perceptions and classroom applications. *AMC Journal*, 5(1), 18–33. <https://doi.org/10.3126/amcj.v5i1.75959>
- Alexander, R.J. (2001) *Culture and Pedagogy: International comparisons in primary education*. Blackwell.
- Alexander, R. J. (2006). *Towards dialogic teaching* (3rd ed.). Dialogos.
- Alexander, R. J. (2008). *Towards dialogic teaching: Rethinking classroom talk* (4th ed.). Dialogos.
- Anderson, L. W., & Krathwohl, D. R. (2021). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Banks, J. A. (2016). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge.
- Baffour, P. (2014). *Critical pedagogy: Teaching for social justice in inner-city*

classrooms. University of Pennsylvania.

Balbay, S. (2019). Enhancing critical awareness through Socratic pedagogy. *Eurasian Journal of Applied Linguistics*, 5(3), 515-5.

<https://doi.org/10.32601/ejal.651348>

Bhandari, P. R., & Dhakal, H. R. (2022). Experiences of teachers and students in multicultural Nepalese classrooms. *KMC Journal*, 4(1), 87–99.

<https://doi.org/10.3126/kmcj.v4i1.47781>

Bhattarai, D. P., & Basnet, H. B. (2022). Understanding the Nepali classroom practices: A constructivist perspective. *Journal of Research and Development*, 5(1), 33–40. <https://doi.org/10.3126/jrdn.v5i1.50093>.

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. David McKay.

Breuing, M. (2011). Problematizing critical pedagogy. *The International Journal of Critical Pedagogy*, 3(3).

Broadbear, J. T. (2003). Essential elements of lessons designed to promote critical thinking. *Journal of Scholarship of Teaching and Learning*. 3(3), 1–8.

Brown, M. N., & Keeley, S. M. (2007). *Asking the right questions: A guide to critical thinking* (8th ed.). Pearson Education

Canagarajah, S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford University Press.

Carr, W., and Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. Palmer.

- Cassara, B. B. (1991). Preparing graduate students to carry out participatory research. In P. L. McLaren & J. L. Giarelli (Eds.), *Critical theory and educational research* (pp. 121–134). State University of New York Press
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.
- Cranton, P., & Wright, B. (2008). The transformative educator as learning companion. *Journal of Transformative Education*, 6(1), 33-47.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). SAGE Publications.
- Crookes, G. (2022). Critical language pedagogy: Interrogating language, culture, and power. Routledge.
- Cui, R. & Teo, P. (2023). Thinking through talk: Using dialogue to develop students' critical thinking. *Teaching and Teacher Education*.
<https://doi.org/10.1016/j.tate.2023.104068>.
- Daniel, S. (1997). Participatory action research and social change. *The Cornell Participatory Action Research Network*. Cornell University Ithaca.
- David, B., et al. (2012). Critical pedagogy and teaching mathematics for social justice. *Journal of Urban Mathematics Education*, 5(1), 7–25.
- Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Devkota, K. R. (2023). Multi-layered framework for promoting social justice in English education: EMI policies and practices in Nepal. In A. Kirkpatrick & A. Liddicoat (Eds.), *English as a medium of instruction in South Asia* (pp. 287–303). Routledge.

- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan.
- Donnell, K.A. (2007). Getting to be: Developing a transformative urban teaching practice. *Urban Education*, 42, 223–249.
<https://doi.org/10.1177/0042085907300541>
- Ethnologue. (2024). *Languages of the world* (27th ed.). SIL International.
- Fredricks, Blumenfeld, & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Freire, P. (1970). *Pedagogy of the Oppressed*. Herder and Herder.
- Freire, P. (1972). *Pedagogy of the Oppressed*. Penguin Group.
- Freire, P. (1973). *Education for critical consciousness*. Bloomsbury Publishing.
- Freire, P. (1996). *Pedagogy of the Oppressed* (Rev. ed., M. B. Ramos, Trans.). PenguinBooks. (Original work published in 1970)
- Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare teach*. The edge critical studies in educational theory, Boulder, Colo.
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). Bloomsbury.
- Freire, P. (2005). *Education for critical consciousness*. Continuum.
- Freire, P., & Macedo, D. (1995). *Literacy: Reading the word and the world*. Bergin & Garvey.
- Gage, N. L. (1989). The paradigm wars and their aftermath: A "historical" sketch of research on teaching since 1989. *Educational Researcher*, 18(7), 4–10.
- Ghasempour, Z., Bakar, K. A., Jahanshahloo, G., Asfahani, F., & Khalkhali, A. (2013). The impact of problem-posing instruction on metacognitive strategy use and self-efficacy beliefs of EFL students. *International Journal of Applied Linguistics & English Literature*, 2(4), 121–129.
- Giroux, H. A. (1992). *Border crossings*. Routledge.
- Giroux H. A. (2016). When schools become dead zones of the imagination: A critical pedagogy manifesto. *The High School Journal* 99(4), 351–359.

- Giroux, H. A. (2016). *Pedagogy and the politics of hope: Theory, culture, and schooling*. Routledge.
- Goldman, R., & Cook, J. (2019). The Power of the discourse: Exploring social inequalities in the classroom. *Teaching and Teacher Education*, 78, 201-212.
- Goodman, J. F., & Cook, B. I. (2019). Shaming school children: A violation of fundamental rights?. *Theory and Research in Education*, 17(1), 62-81.
- Gotsman, E. (2010). The pedagogy of the powerless: Dialogic learning and the construction of critical consciousness in adult education. *Critical Studies in Education*, 51(3), 277–293.
- Greene, M. (1998). Introduction: Teaching for social justice. In W. Ayers, J. A. Hunt, & T. Quinn (Eds.), *Teaching for social justice* (pp.1–23). Teachers College Press.
- Gutierrez, K.D., Baquedano-Lopez, P., and C. Tejeda. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture and Activity* 6(4), 286–303
- Hughes, J. (2014). *Critical thinking in the language classroom*. ELT Training Library.
- Jackson, L. (2008). Dialogic pedagogy for social justice: A critical examination. *Studies in Philosophy and Education*, 27, 137-148.
- Johnston, K. A. (2010). Community engagement: Exploring a relational approach to consultation and collaborative practice in Australia. *Journal of Promotion Management*, 16, 217–234.
- Johnston, K. A. (2014). Public relations and engagement: Theoretical imperatives of a multidimensional concept. *Journal of Public Relations Research*, 26(5), 381–383.
- Johnston, K. A., & Taylor, M. (2018). *The handbook of communication engagement*. Wiley-Blackwell.

- Kent, M. L., & Taylor, M. (2002). Toward a dialogic theory of public relations. *Public Relations Review*, 28, 21–37.
- Kemmis, S., & McTaggart, R. (2000). *Participatory action research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 567–605). Sage
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer.
- Khadka, B. K. (2024). English in Education in Nepal: A Comprehensive Overview. *Journal of NELTA Gandaki*, 7(1-2), 43–55.
<https://doi.org/10.3126/jong.v7i1-2.70184>.
- Kincheloe, J. L. (2008). *Critical pedagogy: Primer* (2nd ed.). Peter Lang Publishing.
- Klynhout, M. (2018). A concrete example of how to add a layer of 21st-century skills to lesson plans. Retrieved from <https://whatifspirit.com/en/a-concrete-example-ofhow-to-add-a-layer-of-21st-century-skills-to-lesson-plans/>
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. Jossey-Bass Publishers
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, 32(3), 465-491.
- Lane, A., & Kent, M. L. (2018). Dialogic engagement. *The handbook of communication engagement*, 61-72.
- LaPoint-O'Brien, T. (2013). *Action research: The development of critical thinking skills*. Online Submission.
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2(4), 34–46. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>

- Lutkewitte, C. (2014). *Multimodal composition: A critical sourcebook*. Bedford/St. Martin's.
- Lyle, S. (2008). Dialogic teaching: Discussing theoretical contexts and reviewing evidence from classroom practice. *Language and education*, 22(3), 222-240.
- McLaren, P. (1989). *Life in schools: An introduction to critical pedagogy in the foundations of education*. Longman, 56-58.
- McLaren, P. (2014). *Life in schools: An introduction to critical pedagogy in the foundations of education*. (6th ed.). Paradigm Publishers.
- Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, culture and social interaction*, 1(1), 12-21.
- Mezirow, J. (1978). Perspective transformation. *Adult Education*, 28(2), 100–110.
- Mezirow, J. (1997). Transformative learning: Theory to practice. In P. Cranton (Ed.), *Transformative learning in action: Insights from practice* (New Directions for Adult and Continuing Education, No. 74, pp. 5–12). Jossey-Bass.
- Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education*, 1(1), 58-63.
- Moore, J. (2005). Is higher education ready for transformative learning: A question explored in the study of sustainability. *Journal of Transformative Education*, 3(3), 76- 91.
- Motlhaka, H. (2016). Paulo Freire's critical pedagogy in the classroom: Promotion of critical thinking in South African English First Additional Language (FAL) students. *International Journal of Education Science*, 13(1), 65–71.
<https://doi.org/10.1080/09751122.2016.11890441>
- Nelson, N., & Chen, J. (2022). Freire's problem-posing model: Critical pedagogy and

- young learners. *ELT Journal*, ccac017. <https://doi.org/10.1093/elt/ccac017>
- Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press.
- OECD. (2012). *Equity and quality in education: Supporting disadvantaged students and schools*. OECD Publishing. <https://doi.org/10.1787/9789264130852-en>
- Ojha, L. P., Devkota, K. R., & Dawadi, S. (2024). Schools as sites for the reproduction of inequalities? Neoliberalism, dual-medium instruction and social (in) justice. In *Equity, Social Justice, and English Medium Instruction* (pp. 107-125). Springer.
- Ojha, L. P., Rai, N., & Gurung, A. (2025). English-medium instruction and inequality in Nepal's public education. *Journal of Critical Language and Literacy Studies*, 3(1), 23–45.
- Ortaçtepe Hart, D. (2023). *Social justice and the language classroom*. Edinburgh University Press. <https://doi.org/10.1515/9781474471203>
- Osborn, T. (2006). *Teaching world languages for social justice: A sourcebook of principles and practices*. Lawrence Erlbaum Associates.
- Pardede, P. (2019). Integrated skills approach in EFL classrooms: A literature review. In *PROCEEDING English Education Department Collegiate Forum (EED CF)*. UKI Press, 147-159
- Pearson, R. (1989). Business ethics as communication ethics: Public relations practice and the idea of dialogue. In C. Botan & V. Hazleton (Eds.), *Public Relations Theory* (pp. 111–134). Lawrence Erlbaum Associates
- Panthi, B. N. (2023). The critical in critical pedagogy: The interface between challenges and opportunities. *Journal of Tilottama*, 1(1), 24-35.
- Paudel, J. R. (2020). Critical pedagogy in Nepalese EFL classrooms: Perceptions,

- practice and problems. *Journal of English Language and Literature*, 7(4).
- Paudel, K., & Sharma, P. (2024). Critical pedagogy and its implementation in EFL classrooms: A Nepali context. *Language and Education*, 38(1), 90-110.
- Paudel, M. R., & Shrestha, N. (2024). Students engagement in classroom teaching by innovative pedagogy: A desk-based review of existing literature. *JMC Research Journal*, 13(1), 26-40.
- Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self- image: An international survey. *System*, 22(3), 353-367.
- Rezaei, S., Derakhshan, A., Bagherkazemi, M. (2011). Critical thinking in language education. *Journal of Language Teaching and Research*, 2(4), 769-777.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press
- Schwarze, S. & Lape, H. (2000). *Thinking Socratically: Critical thinking about everyday issues* (2nd ed.). Prentice Hall.
- Sharma, B. K., & Phyak, P. (2017). Criticality as ideological becoming: Developing English teachers for critical pedagogy in Nepal. *Critical Inquiry in Language Studies*, 14(2-3), 210-238.
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. University of Chicago Press.
- Sommerfeldt, E. J., & Yang, A. (2018). Notes on a dialogue: Twenty years of digital dialogic communication research in public relations. *Journal of Public Relations Research*, 30(3), 59–64.
- Styslinger, M. E., Stowe, J., Walker, N., & Hyatt Hostetler, K. (2019). Becoming teachers for social justice: Raising critical consciousness. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 92(1-2), 9-14.

- Taylor, E.W. (2008). Transformative Learning Theory. *New Directions for Adult and Continuing Education*, 2008, 5-15. <http://dx.doi.org/10.1002/ace.301>
- Taylor, M., & Kent, M. L. (2014). Dialogic engagement: Clarifying foundational concepts. *Journal of Public Relations Research*, 26(5), 384-398.
- Torres-Harding, S. R., Steele, C., Schulz, E., Taha, F., & Pico, C. (2014). Student perceptions of social justice and social justice activities. *Education, Citizenship and Social Justice*, 9(1), 55-66.
- United Nations. (1948). *Universal Declaration of Human Rights*.
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. United Nations Educational, Scientific, and Cultural Organization.
- Vygotsky, L. S. (1962). *Thought and language*. MIT Press.
- Vygotsky, L.S. (1986). *Thought and language* (newly revised, translated, and edited by Alex Kozulin). MIT Press.
- Wangdi, T. (2016). *Teachers Introduced to Transformative Pedagogy*. Kuensel.
<https://kuenselonline.com/teachers-introduced-to-transformative-pedagogy>
- Wink, J. (2000). *Critical pedagogy: Notes from the real world* (2nd ed.). Addison Wesley Longman.
- Wrench, J. S. (2005). Diversity management: A new organizational paradigm. In *The new workplace and diversity: Managing diversity for success* (pp. 19–31).

Appendices

Appendix A

Classrooms Observation Findings

During my usual teaching, I experienced some of the problems that were related to speaking and social justice. Though some of the students were talented in reading but they also generally did not like to participate in discussions, so I tried listing down some of the problems related to classroom communication. So I explored some of these problems from my class observation:

Name of observer:

S.N.	Items
1	Students do not like to speak with teachers about teaching subject matter
2	They hesitate to take part in the discussion even if they can.
3	Students do not like to put forward their views on statements.
4	Students do not like to participate in the classroom activities.
5.	Students do not ask questions even if they do not know the answers.
6.	Students do not argue over evidence of injustices.
7.	Students do not raise questions over classroom injustices.
8.	Students do not like to respect their friends and teachers.
9.	Boys and girls blame each other in class.
10.	There is no sharing among boys and girls, and poor and bright students

Appendix B

Participants' Responses at the Evidences of Social Injustices.

The summary of the numbers of positive responses on the classrooms issues related to social injustices that the participants feel during teaching teaching learning process were as follows:

S.N.	Items of problems	Number of Positive Responses
1	My classmates laugh at me when I reply the wrong answer.	31
2	There is discrimination between bright and poor students from teacher.	22
3	I cannot raise questions because of the fear of teachers.	22
4	My teacher/classmates tease me if I spell/pronounce wrongly in English.	21
5	Our teachers prefer silent class.	21
6	My teachers do not trust/respect me	19
7	My teachers discourage me if I commit mistakes in test	18
8	We are punished if I do not do homework.	17
9	We are not allowed to do activities freely in class	16
10	My teacher always insults me using hating words	14
11	There is no enough discussions about discrimination, inequalities, harassment, bullying found in classrooms and society.	14
12	My classmates do not help me in my problem related to English.	14
13	There is discrimination between boys and girls in class.	10
14	Only few students get chance to take part in program	7

15	The teachers only prioritizes the students who can use digital equipment in study.6	6
16	I have faced bullying manner from monitor of the class.	6
17	My teachers teach English with angry face	6
18	My classmates insults me in the name of poor and rich	5
19	The teachers tease us if our uniforms are old and dirty.	4
20	We are discriminated in the classroom because of our caste.	4
21	My English teacher never welcomes the questions raised by students heartily.	4
22	My teachers/classmates hate the poor students in English	4

Appendix C

Samples of Participants' Reflections

I felt very interesting about fish bowl discussion. We can learn many things about fixed topic ~~the~~ from their. It improves our habit of speaking and talking and also increase our confident, with out having any fear. It provides us learning experience and also communicative information.

I found logic of the day as one of the best and new programme for us. It encouraged us to be more communicative. I felt that 'logic of the day' is one of the perfect method to learn english. It helped us to be creative and it also taught us to collect evidences from different sources. And this programme has increased the confidence skill of students. This is one of the effective programme and it should be continued.

I got many information from the fishbowl, socratic seminar and logic of the day but logic of the day was boring in some extent. Whereas, some students made it interesting by providing controversial logics. On the other side, fish bowl and socratic seminar was very interesting and we had fun. We learnt every thing with fun. In socratic seminar everybody came up with their creative thinking. However, I think these programs have made some improvement on us for our creativity, writing and speaking skills.

• Socratic seminar was new and knowledgeable for us. It increases the amount of students to speak and inspires to participate in different programmes. I felt very interesting and happy too. It should be improved and continued and also many programmes like this should be performed.

Appendix D

Some Sample Lesson Plans

Lesson plan no...

Date: February 11,2024

Teaching item: writing (Generating ideas: on myself/ my family)

Specific Objective

On completion of this lesson, the students will be able to:

- a. to develop the habit of expressing opinions with successful reasons

Teaching Materials

Slides, Worksheet with problem

Teaching Learning Activities

Orientation and preparation phase

Have discussions about the importance of forming opinions with evidence or reasons.

Introduce the language functions such as ‘I think...., In my opinion, ... I believe...

Bring problem-based activities themselves and discussed them.

Form groups with five members of each and ask them to bring the problem themselves.

Modeling Phase

Design some samples of responses in a problem to be demonstrated to be involved in this activity.

Instruction and Execution phase

Supply some sample examples to be presented as a form of opinion and reason generator.

Example: I think a torch is needed to carry it because it is getting dark. He can't find out the path without light in the deep forest.

Observe the lists and decide any five items from the list mentioned which are very necessary to be brought to reach on the top of the forest. Express your opinion with successful reasons.

Decide any six items to carry to the top

Torch	A pack of Bread	A can of Water	Fruit Juice
A hunting knife	A long rope	Some milk	A bag of fruits
An axe	Solar lamp	A compass	Power backup for mobile
Tranquilisers	First Aid Box	ORS	Instant Noodles
A tent	Some firewood	Sunscreen lotion	Matches

Evaluation

Ask each group to study the problem, select any five items and prepare opinions with successful reasons.

Lesson plan no...

Date: February 27,2024

Teaching item: Problem posing with critical friend group

Specific Objective

On completion of this lesson, the students will be able :

- a. to pose questions critically and face challenges.

Teaching Materials

Worksheet with problems

Teaching Learning Activities

Orientation and preparation phase

Discuss with the participants and talk about the ways of engaging in it.

To create critical questions, the participants planned to select two texts from the textbooks of grade nine.

Chose a facilitator to handle the activity smoothly and discussed his/her roles to be played during the phase

Form different six groups to take part in problem-posing.

Plan to take part three group as problem posers and the other three groups as problem solvers. Share some model critical questions that can be asked as problem posing:

Modeling Phase

Get the names of ten participants and divide them into two groups: one for problem-posing and the next for problem-solving.

Pose the problems from the poem such as: What is the genre of the text? Who has composed the poem? What is the purpose of composing the poem

Allocate 15 minutes for posing problems and replying to answers

Focus on opinion-seeking and critical questions and raise questions and reply to the answers.

Instruction and Execution phase

Fix problem poser groups and problem solver groups.

Ask to perform the tasks assigned.

motivate each of them to raise critical questions and clarify the raised questions for successful answers.

Help each of them to raise questions and reply answers.

Evaluation

Ask critical questions like them: What is the poem about?

What motivates the poet to create the poem??

If you were the poet, would you choose the same subject matter?

Did you find a similar context as the poet raised in the poem?

If you were the poet, how would you describe the leisure time?

Appendix E

Writing Diaries

Day 1

speaking is one of major productive skill in ELT but it is the true fact that it is not much focused. EFL learners generally feel difficulty and do not want to engage in speaking due to lack of confidence and command in English. Power dynamics and other evidences of social injustices directly or indirectly plays role in enhancing speaking ability among learners. Domination from teachers, treatment of talent students to poor and lacking the opportunity, fear of committing errors, classroom culture contribute a lot in learning. These might be the causes of student silence in classrooms. I realized myself that developing critical awareness among learners is required to enhance the speaking habit of learners. For this I decided to support learners to develop speaking proficiency and

Critical awareness through dialogic activities such as discussion, presentation, arguing, argumentation, comparing, providing logic, reasoning etc!

I motivated my participants to engage into dialogic activities. I became conscious about participatory nature of this research. So we discussed and made plan to handle the activities. In one hand, I needed them to be ready to speak and on the other hand critical awareness should be generated. I created co-operative and collaborative environment & errors were not taken seriously while conducting those activities. I tried my best to create respectful environment. They were free to express by the help of note & sometime they can use mother tongue if needed. I created learning space & environment first.

Day 2 9 October, 2023

It was model presentation day of fishbowl discussion. The students were assigned the tasks and supported them on previous day to take part in it. They preferred to play the role staying at outer bowl because they still felt hesitation to speak. 'Ke ke bolne ho' 'Kasari bolne ho?' some participants were talking in Nepali. Even the students who were poor in speaking in English took part but I found some fear in their faces. But the phase helped them to gain confidence so I realized that the modelling phase is important in every new activities. Those who stayed in inner bowl were more talented and other students in outer bowl were learning from them. The discussion session at the end of this activity was so fruitful from which they got necessary suggestions.

Day 3 (Execution Day) 10th October 2023

It was the real fishbowl discussion day. Due to enough guidance, sharing co-operation and modelling practice they were well informed about what to do, how to do, what to speak and so on. Some of the students who were assigned to play the role of staying at inner bowl prepared notes/points to be included into their discussions that helped them to express their views. Every students got chance to give their reflection & they developed confidence from the activity. The topic to discuss was taken/brought from the book so they felt easy to make logic on it. They had a lot of preparation that helped to speak. They got help & support from friends so they were excited to take part. At last they demanded to conduct 3/4 such discussions which was best part of this.