

**STUDENTS' PERCEPTIONS ON CRITICAL PEDAGOGY
AS A METHOD OF STUDENT EMPOWERMENT**

**A Thesis Submitted to the Department of English Education In
Partial Fulfilment for the Master of Education in English**

**Submitted by
Hari Acharya**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is certified that **Mr. Hari Acharya** has prepared this thesis entitled **Students' Perception on Critical Pedagogy as a Method of Student Empowerment** under my guidance and supervision.

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DEDICATION

My parents who spent their entire life to make me what I am today.

Hari Acharya

DECLARATION

I, hereby, declare that to the best of knowledge, this thesis is original; and no part of it was earlier submitted for the candidature of research degree to any university.

Date:27/11/2016

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Hari Acharya

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ABSTRACT

This research study entitled **Students' Perception on Critical Pedagogy as a Method of Student Empowerment** was an attempt to find out the perceptions of master level students on critical pedagogy. I selected thirty students studying at T.U., Kirtipur through non-random sampling procedure. A set of questionnaire, consisting of both close-ended and open-ended questions, was distributed to the respondents in order to collect their perceptions and roles. By analyzing and interpreting the primary sources of data students have shown the positive attitudes towards the critical pedagogy. The key findings of the study showed that there should be democratic learning environment focusing humanism and learner autonomy. It helps to develop the dialogue that provides liberation to the students. The local curriculum helps to meet the needs and interests of the students that gives emancipation for equity based pedagogy which seeks to transform the society. Individualization of the study, which is grounded on learner interest and socio-cultural background, is essential to empower the learner in linguistic activities.

This study consists of five chapters. Chapter one deals with introduction. It consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, chapter two introduces the review of the related literature and conceptual framework adopted for the study. It incorporates detail about study topic. Likewise, chapter three consists of survey design, population, sampling procedure source of the data and research tool of the study. Similarly, chapter four consists of results and discussions, which is known as a crux part for the analysis of the data. Chapter five incorporates findings, conclusions and implications in the language classroom.

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LIST OF SYMBOLS, ABBREVIATION AND ACRONYMS

CP	: Critical Pedagogy
CUP	: Cambridge University Press
Dr.	: Doctor
ELT	: English Language Teaching
GT	: Grammar Translation
ICT	: Information Communication Technology
i.e.	: that is
M.Ed.	: Master of Education
N/No	: Number
NELTA	: Nepal English Language Teacher Association
OUP	: Oxford University Press
P/PP	: Page/Pages
PMP	: Post Method Pedagogy
Ph.D.	: Doctor of Philosophy
Prof	: Professor
Regd.	: Registration
SA/A	: Strongly Agree/Agree
SDA/DA	: Strongly Disagree/Disagree
S.N.	: Serial Number
TBLT	: Task Based Language Teaching
TESOL	: Teaching English Speaker of Other Language
T.U.	: Tribhuvan University
UD	: Undecided
USA	: United States America
Vol	: Volume
@	: at
%	: Percentage
&	: And
=	: Equal