

CHAPTER ONE

INTRODUCTION

This research study entitled **Students' Perception on Critical Pedagogy as a Method of Student Empowerment** consists of five chapters, introduction, literature review, method, analysis and interpretation, findings, conclusion and recommendation, dealing with the English language students' perceptions, attitudes and roles in the English language classroom for active participation in teaching and learning activities. Teaching and learning is as a child centered and child friendly process of interaction. There should be critical awareness among the heterogeneous students in multilingual, multicultural, multi-ideological and multi-political context of Nepal. That brings the concept of localization of the content and dialogic presentation of the activities between the teacher and students. This study seeks to explore the perceptions of the ELT students studying at master level who has conceptualized the critical pedagogy and going to implement in their teaching profession. The key components of this chapter have been described in the following section.

1.1 Background of the Study

Language is a social phenomenon by which human beings make social relation and identity sharing their feeling, ideas, emotion to one another employing various codes and symbols. Wardhaugh (1998, p.1) puts, "A language is what members of a particular society speak. When two or more people communicate that they employ a language." The English language has become one of the most dominant languages around the world because of the globalization and the development as lingua franca. Hedge (2008, p.1) states, "Thousands of millions of people voluntarily attempt to learn English each year for social status building, economic benefit, scientific, and technological advancement." It has been used as medium of instruction in different countries around the world as native language, second language, and foreign language using various

approaches, methods, and techniques. Various methods have been developed and practiced in teaching and learning the English language. From the pedagogical development of the English language teaching, many methods have been practised, however, the existed pedagogies were teacher dominated and taken for granted which are unable to address the heterogeneous students' variations and diversities.

Anthony (1963, p.65 as cited in Richards and Rodgers, 2010) states, "Method is the level at which theory is put into practice and particular skills to be taught the content and the order in which the content will be presented." Pedagogy is the study of teaching method (Oxford Advanced Learner Dictionary). It deals with the strategies of an effective teaching and learning. Robert (1998, p.1) puts, "Pedagogy from the Greek word 'paidagogia', the word means 'to lead the child', but it is not just about the children. Most simply use it to mean, 'the art and science of teaching and learning". It deals with 'how do students best learn?' It is how aspect of teaching rather than what aspect of the teaching.

While pedagogy is most simply conceived of as the study of teaching and learning, the term critical pedagogy embodies notions of how one teaches, what is being taught, and how one learns. Critical pedagogy (Giroux, 1997) is one of fields of English language teaching and learning which deals with the serious, careful teaching learning activities to address the marginalized, oppressed group of the students inside the classroom for equal participation and empowerment.

Freire (1990, p.8) mentions, "Critical pedagogy as pedagogy that addresses the marginalized young children in education for empowerment and participation". It addresses each student involvement and his/her socio-cultural understanding. McLaren (1999, p.1) states, "Critical pedagogy is a way of thinking about negotiating and transforming the relationship among classroom teaching, the production of knowledge, the instruction of the school, and the social and material relationship of the wider community, society, and nation

state."Likewise Pennycook (1999) opines,"Critical pedagogy examines the inequalities those exist within class, race, gender, sexuality, and ethnicity and how social cultural and power inequalities intersect and interrelate with one another."One method cannot suit all the context and content to be taught so, the traditional pedagogies should be questioned to make the classroom interactive and dialogic for cross-cultural and inter-ideological consideration in a social milieu.

Critical pedagogy is rooted in class conflict theory of Karl Marx who talks of the two classes of society oppressors and oppressed. The oppressors always impose the power, ideology to the oppressed. Likewise, in teaching the English language, there was linear way of teaching from the teacher to the students without understanding the students' socio-cultural background in the ancient time so critical pedagogy introduces the teaching learning as dialogic process of teacher and students where students frequently question the teacher's oppression, dominance, and appropriate both learning context and content. It is the thinking and examining culture and literature by considering the social, historical, and ideological forces those affect it and make in the way it is.

Teaching pedagogy has long historical background originating from Grammar Translation (GT) method to Post Method Pedagogy (PMP) at present.

Communicative Language Teaching (CLT) has become one of the much popular approaches in the language teaching, however, critical pedagogy goes beyond this method incorporating culture and discourse. Critical pedagogy emphasizes the study of students' primary culture rather than target language culture. It aims to explore intercultural differences between home culture and inter-culture. Critical awareness moves communicative approach to cross-cultural approaches; from discourse to meta-discourse and explores aesthetic reflection. Critical awareness focuses on redefining, context sensitive, local culture specific, decentralized teaching method. It provides an insight for ELT teachers to conduct action research on ethnography of classroom to find out the real cause of the problem that is rooted in socio-cultural setting and critical

awareness to the students for challenging the reality inside and outside the ELT classroom.

1.2 Statement of the Problem

The English language teaching and learning has become accumulation of the content as taken for granted and homogenous product without considering heterogeneity of the learners' socio-cultural and creative thoughts. Language and culture are interrelated. We cannot separate the language and culture. Learning language is learning target culture, however, culture is not the sole matter of consideration. We should deal the matter of macro social phenomena i.e. society, politics, power, and inequality faced by the diverse students. To quote Norton and Toohey (2004, p.4), "Most teachers in language education are sensitive to cultural and linguistic diversity among their students but many have not adequately recognized the extent to which power operates to reinforce inequalities in both classrooms and communities."

In the English language pedagogy, there are numerous pedagogies which advocate the dominant roles of the teacher who subjugates the students by imposing his/her ideology rather than researching the students' heterogeneous ideologies. "Education becomes as an act of depositing in which students are depositories and the teacher is the depositor" Friere (1993, as cited in Karn, 2011, p.65). An equal socio-cultural, socio-political and meta-discourse representation of linguistics has become a great matter of consideration to the English language students. There are few ELT teachers who are practicing the critical pedagogy, and there are some traditional teachers who are following the traditional mainstream pedagogy so, this research aims to find out perceptions, attitudes, and roles of the ELT students for understanding their dignity, freedom and to be conscious on oppression from the grass-root level. It deals with the dialogic process of teaching that is emancipatory, inclusive, equity based pedagogical process. There is not considerable degree of students' perceptions on knowledge, the English language, the ELT curriculum, the ELT

teachers' roles, the teaching learning process in ELT classroom, and the ELT students are learning without questioning and interaction with the teacher.

1.3 Objectives of the Study

The objectives of this research were as follows:-

-) To explore the perceptions of students' on critical pedagogy.
-) To list the roles of the students in critical pedagogy.
-) To suggest pedagogical implications of the research in the ELT classroom.

1.4 Research Questions

-) What are the students' perceptions on critical pedagogy?
-) What are the roles of students on critical pedagogy?
-) What are the pedagogical implications of the research?

1.5 Significance of the Study

This research 'Students' Perception on Critical Pedagogy as a Method of Student Empowerment 'is critical awareness on students assumptions of critical pedagogy and roles of the students in teaching learning procedures in the classroom. It is significant for the ELT students who are learning language in teacher-fronted classroom to perceive critical pedagogy as their own pedagogy and their roles in ELT classroom to develop the learner autonomy. For curriculum designer, it provides critical awareness for content integration. It is significant for policy maker for inclusive participation in teaching learning. For the parents, it gives awareness for equal justice in education. It is significant for ELT textbook writers to adjust critical thoughts on developing the assumptions, teacher roles, student roles in teaching and learning. Further, it directs the ELT teachers for making an applicable lesson plan and suitable teaching method

those are emancipatory and dialogical. Also, it is significant for ELT trainers and trainees for understanding ethnographic effect of the students in teaching learning.

1.6 Delimitations of the Study

The delimitations of this study were as follows:-

-) This study was delimited to the perceptions on critical pedagogy of master level students only.
-) It was delimited to the 30 ELT students from T.U.only.
-) This study was delimited on cross-sectional survey research design.
-) This research was delimited on purposive non-random sampling.
-) This study was delimited on questionnaire as tool of data collection.

1.7 Operational Definitions of the Key Terms

Critical pedagogy: An equal participatory teaching learning method for all students' understanding, cross cultural, ideological, political beliefs in the ELT classroom. It is the child-centered decentralized pedagogy where student actively raise their voice against the authority and create dialogue for social construction of the meaning.

Empowerment: An equal participatory and learner centered pedagogy that is philosophically humanistic, politically democratic, and pedagogically dialogic for student justice and freedom in language learning. It is a process activating the students for developing their autonomy in managing the real learning.

Implication: The use of findings of the study in the ELT classroom for addressing equity based involvement in teaching learning procedures. It is the

use of critical pedagogy in the ELT classroom to manage the equity based learning.

Method: The systematic presentation of the teaching learning activities and practicing learning experiences. It is the systematic process of engaging, activating and study procedures in the ELT language classroom.

Perception: It is an understanding of philosophy, nature, assumption, and realization the motto of critical pedagogy. It is understanding, attitude, and concept of the master level ELT students on critical pedagogy.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section deals review for the theoretical literature, empirical literature, implication of the study and conceptual framework. The theoretical literature is an essential part of research which provides the clear guidance and nature for building the conceptual framework. It bridges the gap by relating the Meta theory of the literature and historical development on the research. To strengthen the research study and find out the aims, nature, principle of the research on critical pedagogy for making connection with various variables of the research, I have review the following related literature.

2.1 Review of Theoretical Literature

This study is concerned with the perceptions of master level students on critical pedagogy. The term perception is derived from the Latin word 'perceptio' and 'percepere' which means observation. Stanford and Capaldi (1964,p.175) define perception as, "The process of becoming aware, of extra, of the extra organic objects or, relations or, the qualities by means of sensory process of and under the influence of set and of prior experience." Perception develops from organization of present and past experiences about subject matter. Schiffman (1990, p.67) mentions the following characteristics of perception:

-) Perception is always selective out of the innumerable impressions that fall on our sense organs, we pickup these that are useful.
-) Perception is also a process of supplementing our past experiences to help us to supply many of the details which we assume to be true.
-) Perception is combining or a synthetic activity of combining enables us to perceive, define patterns of meaningful figures which have some significance to us.

) Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiate them. We must, however, note that both the aspects of analysis and synthesis occur at the same time.

So, perception is powerful mental realization to make judgment and analysis of something. It is the behaviors and attitudes towards something how people think and feel. It is an important factor in language pedagogy to understand the students to check their likes and dislikes, agreement and disagreement for the motivations and encouragements to effective language learning activities.

2.1.1 Marxist Humanism

Karl Marx, German philosopher, is one of the humanistic ideologists who introduced the class analysis and politics in education due to the unequal distribution of the property and power. There is always conflict between the two classes of the society i.e. aristocrat and labor class. The rich class of the people always subjugate the poor class of the people. The labor classes of the people perceive class-consciousness and class solidarity to raise the voice against the upper class for their justice. Marx opines that there should not be the class division in the society for the equal power sharing and justice for all citizens in the nation. All citizens have their inalienable right for the equal possession of the power and property. There should not be any exploitation in the society. Marxist Humanism is dedicated to a democratic communism aimed at a better life for the world's inhabitants. It talks of the class consciousness to the oppression and social class conflict for equal non-oppressive society. Critical thinking about the power, property and oppression are the key messages of the Marxist humanism. In the similar vein, in ELT teaching learning there is dominance of the higher authorities i. e. teachers, textbook writers. The English language teaching and learning should be student centered; there should not be any interference to the students of their freedom

in language learning. There should be balance of power between students and teacher in teaching learning activities.

2.1.2 Humanism

Humanism is the self-focus and active role seeking theory of psychology. A person has unique psychological traits and understandings of the world. It introduces the phenomenological view of the world. It studies the human meaning, understanding and experience. Humanism is a philosophical pedagogical approach which believes that learning is personal act to fulfill one's potential, dignity and freedom. It empowers the learner, and to have control over learning process. "A central assumption of humanism is that people act with intentionality and value" (Hewitt, 2001). Every pedagogical effort should focus on developing the inner world of the learners that is rooted in his/her psychology, society and culture. The method should provide learner autonomy. Teacher should play the role of counselor and there should be partnership relation among teacher and students.

Maslow hierarchy of needs also adds the foundation for the humanistic learning theory. For humanistic learning, we should research the needs and interest of the learners for further motivation towards the learning. To fulfill the objectives of teaching learning, the teacher should know the learner's background either his/her basic needs have fulfilled or not for teaching learning to take place.

John Dewey's progressivism, a philosophical thought in education, is child-centered education that addresses the expectation of the students in education. He puts an activity based curriculum in the mainstream language teaching i.e. task based language teaching (TBLT) and advocates the central role of school in the improvement of society.

2.1.3 Pedagogy of the Oppressed

Paulo Freire, Brazilian educationist, through his revolutionary book 'Pedagogy of the Oppressed' opines the oppression in the education by the two classes of

people in the society. He has analyzed the class-based society. Pedagogy of the oppressed is the lived experience of "Critical perception of the world (Freire, 1990, p.17)" which implies a correct method of approaching reality. It has justified the oppression and liberation through mutual process. There was banking mode of education for oppression so, students as critique should understand the oppression and be conscious of their incompleteness, and their attempts should be more fully human. Freire talks of dialogic through which students make awakening of critical consciousness investigating generative themes: the various stages of investigation. Anti-dialogic and dialogic are two opposing theories of cultural action; the former is as an instrument for oppression and the latter as an instrument of liberation. The theory of anti-dialogic action and its characteristics are to conquer, divide, rule, manipulate cultural invasion and the theory of dialogical action and its characteristics are unity, organization and cultural synthesis. A new underclass society should react thoughtfully and positively to the situation. Banking model of education leads towards democratic proposal of problem posing education process of transforming cultural voice by solidarity of middle class of people, and struggle for liberation. Dialogic is epistemological relation focusing individual lived experience. Pedagogy of the Oppressed moves toward "Critical perception of the world which implies a correct method of approaching reality grounded on philosophical anthropology (Freire, 1990)." Freire introduced creative thought and sensitive consciousness. Humanization and dehumanization both are the sources for search of incompleteness. Banking concept of knowledge is gift bestowed by those who consider themselves knowledgeable: teacher knows everything students know nothing. Students should question by conscious action and reflection.

2.1.4 Critical Pedagogy

Paulo Freire is regarded as the inaugural philosopher of critical pedagogy for his work on recognizing the relationships among education, politics, imperialism, and liberation. Critical pedagogy is the process of constant interaction with

pedagogue for democratic learning where each student's problem is met and solved. Feminist pedagogy, is another base after the Freire's pedagogy of the oppressed, is to separate the pedagogy of female from pedagogy of the oppressed. Critical pedagogy was developed in Frankford School by critical theorists, Freire, Mc Laren, Toohey, Lucke, and Giroux. Critical pedagogy is a philosophy of education that appropriates method in local context i. e. macro culture in school, micro culture addressing the students' culture to be critically conscious and transform oneself in learning the English language. For educational transformation towards the complete democratic society, critical pedagogy helps to address each voice to be shared equally, examine critically self and society and act upon the diminishing any social injustice.

Canagarajha (1999) has compared the paradigm shift made by CP to

Changing one pairs of coloured spectacles for another for a different view of the world. It is used to be expected that the new pair of spectacles will show everything in a different light. This is the shift from Enlightenment to anti- Enlightenment philosophies, from modernist to post-modernist thinking, and from colonial hegemony to post-colonial resistance (p. 19).

So, it is rethinking of the trends of teaching using ideology, critical thinking and reflection over domination to establish self in teaching learning process as a change agent.

Critical pedagogy is an emancipatory pedagogy for the perspective of the students that overcomes all kind of oppressions in the teaching learning activities inside the classroom. It is learner empowerment teaching pedagogy. Freire states that education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the

means by which men and women deal critically and creatively with reality and discourse how to participate in the transformation of their world. Regarding the critical pedagogy, McLaren (2000) writes:

Critical pedagogy constitutes a dialectical and dialogical process that instantiates a reciprocal exchange between teachers and students and exchange that engages in the task of reframing, re-functioning, and reposing the question of understanding itself, bringing into dialectical relief the structural and relational dimensions of knowledge and its hydra-headed power/knowledge relations. Revolutionary pedagogy goes further still. It puts knowledge power relations on a collision course with their own internal contradictions; such a powerful and often unbearable collision gives birth not to an epistemological resolution at a higher level but rather to a provisional glimpse of a new society freed from the bondage of the past, a vision in which the past reverberates in the present, standing at once outside the world and beside the world, in a place of insight where the subject recognizes she is in a world and subject to it, yet moving through it with the power to name it ectopically so that hidden meanings can be revealed in the accidental contingencies of the everyday. Revolutionary pedagogy creates a narrative space set against the naturalized flow of the everyday, against the daily poetics of agency, encounter, and conflict, in which subjectivity is constantly dissolved both to an affirmation of the world through naming it, and an opposition to the world through unmasking and undoing the practices of concealment that are latent in the process of naming itself (p. 185).

It is not everyday teaching learning process to be followed rather new creativity when teaching takes place personally and reflectively. It is restructuring of the centered authority by deconstructing the existed norms, system of education.

Henry Giroux, in his book 'Theory and Resistance in Education' stresses on revitalization of emancipatory educational debates in the country. He adds the following characteristics of critical pedagogy:

1. Education must be understood as producing not only knowledge but also political subjects.
2. Ethics must be seen as a central concern of critical pedagogy.
3. Critical pedagogy needs to focus on the issue of difference in an ethically challenging and politically transformative way.
4. Critical pedagogy needs a language that allows for competing solidarities and political vocabularies that do not reduce the issues of power, justice, struggle, and inequality to a single script, a master narrative that suppresses the contingent, historical and the everyday as a serious object of study. This suggests that curriculum knowledge not be treated as a sacred text but developed as part of an ongoing engagement with a variety of narratives and traditions that can be re-read and re-formulated in politically different terms.
5. Critical pedagogy needs to create new forms of knowledge through its emphasis on breaking down disciplinary boundaries and creating new spaces where knowledge can be produced.
6. The Enlightenment notion of reason needs to be reformulated within a critical pedagogy. Reason implicates and is implicated in the intersection of power, knowledge, and politics.
7. Critical pedagogy needs to regain a sense of alternatives by combining a language of critique and possibility. Postmodern feminism exemplifies this in both its critique of patriarchy and its search to construct new forms of identity and social relations.

8. Critical pedagogy needs to develop a theory of teachers as transformative intellectuals who occupy specifiable political and social locations. Critical pedagogy would represent itself as the active construction rather than transmission of particular ways of life.
9. Central to the notion of critical pedagogy is a politics of voice that combines a postmodern notion of difference with a feminist emphasis on the primacy of the political.

The three basic tenets of critical pedagogy, in relation to the English language teaching and intercultural competence are: (a) reflection over individual's culture or lived experience, (b) development of the voice through a critical look at one's world and society, and (c) transforming the society towards equality for all citizens through active participation in democratic imperatives. There is a desire to reintroduce education into the reaction of a critically conceptualized society as educational theory and practice "are grounded in a desire of social change" (Pennycook, 1999, p.28). Critical pedagogy is a teaching method that aims to help in challenging and struggling against any form of social oppression and the related customs and beliefs. It is a form of theory and practice which serve to let pupils gain a critical awareness. Critical pedagogy is a type of pedagogy in which criticisms on the established orders and social criticism are essential. It questions critically in its understanding of the roles that education have. Education process should be revisited and rethought for democratic learning.

By the above definition and characteristics, critical pedagogy is personal and situated learning that is grounded in home culture. It is practiced by negotiation with constant interaction between teacher and students. Knowledge is not value-free it is ideological.

2.1.5 Pedagogy of Appropriation

Pedagogy of appropriation deals with the development of appropriate pedagogical alternatives for the periphery taking hints from the instinctive,

untutored, untheorized modes of appropriation students and teacher display in classroom. The strategies students display while negotiating texts, discourses, and codes in the classroom provide useful hints for the development of a critical pedagogy that addresses the specific challenges they confront in learning the English language. We need to pay careful attention to make pedagogy appropriate that considers the local learners' lived experiences.

Pennycook (1999) states, "School can be understood as political and cultural arenas where different cultural, political, ideological and social forms are always in struggle". "It is a social space where cultures meet, clash and grapple with each other often in the contexts of highly asymmetrical relations of power such as colonialism and slavery" (Pratt as cited in Canagarajah, 1999). Canagarajah (1999) adds, "The local classroom should not be conceived in monolithic terms, because it cannot be fully controlled by the social and political forces from outside of its walls. There are complex layers of cultures in the classroom itself which will mediate the alien pedagogies and ideologies. The local classroom contains many other forms of cultural indigenous values, students' peers-group culture, and teacher's professional values which will interact with the dominant ideologies in a complex way." Students should explore their own culture to view the world of other culture and language.

Kumaravadivelu (2001) states, "As any language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching in a particular group of learners pursuing a particular set of goals within which a particular institutional context embedded in a particular socio-cultural milieu that is pedagogy of particularity." "The teaching learning is social and contextual adjustment of the learners in the learning environment for construction of language in constant interaction with the self and society.

Likewise, Holliday (2010) stresses on situation-specific matter of learning as the relationship between people in the classroom. Kumaravidavelu (2001) states the post method condition is the teacher autonomy that addresses the

heterogeneous learners in different learning contexts. Critical awareness, thus, is to make by redefining and rethinking the traditional mainstream pedagogies by considering the context sensitive, cross-cultural approaches, those bring learner autonomy.

2.1.6 Roles of Teacher in Critical Pedagogy Teacher should encourage a safe space for teaching and learning, but that also establishes ground rules that discourage further oppression and silencing. Richard and Lockhart (2010, p.36). argue, "Teaching is a very personal ability, and it is not surprising that individual teacher brings to teaching very different beliefs and assumptions about what constitutes effective teaching". Helping students establish their level of comfort with sharing and discussing some of these issues by asking them to engage in a comfort zone activity on the first day of class is one place to start. When students disagree, employing the reflective activity will allow students to get the opportunity to listen to one another when trying to work through some of these differences. Further consideration is the ways in which they can act as agents of social change in developing a different vision of schools and society, one that can reflect.

Critical pedagogy mainly depicts the reproduction of social struggles, inequities, and power differences, reflecting some of the main aspects of critical pedagogy classrooms. Critical theory in classroom settings, Giroux, (1989) and McLaren, (2000) acknowledge the importance of teachers and students understanding classroom pedagogical practices as a form of ideological production, where in the classroom reflects discursive formations and power-knowledge relations, both in schools and in society. Giroux (1998), Critical theorist, mentions the following roles of critical pedagogue:

-) Teachers should construct curricula that draw upon the cultural resources that students bring with them to the school. This suggests not only taking the languages, histories, experiences, and voices of the

students seriously, but also integrating what is taught in schools to the dynamics of everyday life.

- J They must be able to critically analyze the ideologies, values, and interests that inform their role as teachers and the cultural politics they promote in the classroom. All of their actions presuppose some notions of what it means to be a citizen and a future society and to the degree that schools are actively engaged in the production of discourses that provide others with a sense of identity, community, and possibility, they must be responsible and reflective about their actions.
- J They must be able to analyze their relationship with the larger society in order to critically apprehend themselves as social agents capable of recognizing how they might be complicit with forms of oppression and human suffering. But, they must also have a language of possibility, one that allows them to think in terms of the not yet, to speak the representable, to imagine social relations outside of the existing configuration of power.
- J They must be able to understand how power works productively through the poetics of imagination, that is, they must be able to distinguish between reality as a fact and existences a possibility. But such dreams must be forged not in isolation but in solidarity with others.
- J We must get away from training teachers to be simply efficient technicians and practitioners. We need a new vision of what constitutes educational leadership so that we can educate teachers to think critically, locate themselves in their own histories, and exercise moral and public responsibility in their roles as engaged critics and transformative intellectuals.

Theoretically, critical pedagogy in classroom discourse embodies the practice of engaging students in the social construction of knowledge, which grounds its

pillars on power relations. In utilizing critical pedagogy in the classroom, teachers must question their own practices in the process to construct knowledge and why the main knowledge is legitimized by the dominant culture. "Participants in critical pedagogy classrooms are encouraged to engage in collective action, founded on the principles of social justice, equality, and empowerment (McLaren, 2009)." It aims to develop collective action to locate the roles of teacher and students.

2.1.7 Roles of Students in Critical Pedagogy

"Students arrive in the critical classroom with their individual expectations, hopes, dreams, diverse backgrounds, and life experiences, including a long history of previous schooling and educational hegemony (Freire, 1970)." The students have been taught from early on that to be a "good student" means to be silent, passive, and acceptance. A good student's primary purpose is to learn the knowledge the educator imparts in an unquestioning manner. The primary lesson was to learn obedience to authority.

One common result of this process of naming is that students may awake from their passivity and begin to question some of their own previously held assumptions about teaching and learning. It also allows them to see that each individual within the classroom has had different experiences and holds different assumptions about teaching and learning. Students should consider their upbringing, parents, siblings, education, religion, and the values that inform their beliefs and to draw concentric circles that represent, in essence, the lens they employ to view the world. Students are then able to use this lens in describing how they see and interpret information and sources of knowledge.

The roles of the ELT students in the English language classroom deduced from Friere (1970), Girux (1997) , Norton and Toohey (2004) are as follows:-

-) **Experiential learner:-** Critical pedagogy is a field of ELT that seeks the relationship between language learning and social change. It makes the

students experiential learners of the social oppression and taking action for self and social transformation. The ELT teaching learning process should address the students' experience, ideology and social value as they experience in their sociocultural setting.

- J) **Reflective practitioner:-** The students thinking should be reflected with the respect for diverse viewpoints and individual differences, subjectivity, sensitivity, making judgment on own behaviour and others' reasoning self-corrective inquiry examining, analyzing and interpreting from different aspects of any situation or an event.

- J) **Change agents:-** The role of students as agents of social change, according to most critical theorists and experiential educators, students are not empty vessels, but rather are individuals with lived experience and knowledge, situated within their own cultural, class, racial, historical setting. They should explore the hidden curriculum i.e., the messages given to children not only by school structures but by textbooks, teachers, and other school resources but also society outside of the school. When the roles of the students in critical classroom are considered, the assumptions those are not only will an educator create a classroom condition that offers students the opportunity to work toward social change, to have a voice in the educational process, to have the knowledge and courage to be critical, and to be interested in and committed to this process, but that students have a responsibility to critically commit themselves to this process. This affords students the opportunity to fulfill their prescribed roles as agents of social change. Students need to receive adequate preparation for functioning within the critical classroom context. If schools operate in accordance with their established roles in society. It is quite possible that students may operate in the same manner.

- J) **Autonomous learner:-** The students should direct their own goal and develop pace of learning . The learning is the interest of the students and is to seek to address the curiosity of the learner that is not gained in teacher directed classroom. It locates the roles of students and the teacher roles in the teaching learning empowering the students aims and interests in language learning.
- J) **Cooperator:-** School should be the best place for knowledge construction and place for dialogic representation of own experience. Student should seek to develop personal intellectual, life skill and socialization. They should value the other students' perspective rather perceiving the teacher as source of the knowledge. Interactive, collaborative, introspective learning should foster for making the localized material for language learning through the mutual exchange of opinion and thought between teacher and students.
- J) **Ideological critique:-** The student-directed classroom almost always results in students disagreeing with either fellow students or the teacher over not only what texts should be read but how they should be read, and this process of questioning expands to curricular material in its entirety, as well as course assessment methods, methodology, required assignments, and all other aspects of any given course.
- J) **Problem solver:-** The students should set the task and interact for construction of linguistic knowledge, skills and attitudes those are essential in the daily life action. Language learning should develop the knowledge for solving problem by creative thinking, reflection and decision making process.
- J) **Communicator:-** The students should follow the think, pair and share their experience among the friends for developing language skills of socialization. It develops the good command over language

incorporating their ideology, social value and roles in the language classroom.

- J) **Critical thinker:-** Students need to locate themselves within the critical classroom in the same way the teacher does, exploring their own epistemologies and biases. Asking students to write educational autobiographies to explore their experiences with schools and with learning represents one starting point to this process. Encouraging students to share and discuss their auto-biographies allows them an opportunity to better understand their various subjectivities and the differing educational experiences of students within the classroom.

Classroom discourse should address the student background and cultural setting. The learners should view the language learning is the social transformation, justice and equity. The student should put the multiple voices for multicultural representation. Student should develop the maxim of involvement. Learning should be dialogic, participatory and situated in the classroom. Curriculum, textbook, teacher, material should be critically examined by the students either it matches their experience, social value or not.

2.1.8 Critical Pedagogy in Nepali Perspective

There is paradigm shift in teaching English language i. e. teacher centered method to learner centered method. It is the revitalization and learner participation in teaching learning activities. In context of Nepal, educationists and the ELT experts are in favour of innovative approaches to teaching learning. There are many attempts to develop the local and socio-cultural curriculum. To sketch the history of the education and radical changing efforts, there was anti-gurukul education that provides the freedom to the learners. Montessori methods, communicative method, task based method, and project based method are major shift from traditional methods. The knowledge of indigenous people is another aspect of critical pedagogical shift. Indigenous integration of intercultural competence has been put in consideration.

Revitalization of the gender, race, and ethnicity by making separate fundamental right in constitution is a good practice of critical pedagogy. The banking system of education has been over. Students have their life experience and their own knowledge. These are the key factors in shaping their education and learning. There is interactional change and relationship with teacher and students has become friendly. Teacher has different roles as per the nature of the content and the students' background. Teachers are the change agent from competition to co-operation, from powerlessness to empowerment, from conflict to resolution and from prejudice to understanding. There is the view of multiple textbooks policy and varieties of teaching materials rather than content centered materials. Evaluation tools should be full of variety. There should be many alternative questions to address the heterogeneity of the students. Continuous Assessment System (CAS), portfolio collection, case study, and action research are the key changing trends in ELT teaching and learning that empower the learners by addressing diversity, equality and equity.

2.2 Review of Empirical Literature

The numerous researches have been carried out in critical pedagogy in native language and non-native language contexts. Critical pedagogy was emerged in colonized countries for overcoming the oppression of the colonization and their linguistic and cultural colonization. In language teaching pedagogy, it has been carried out to enhance the learning condition putting the learner in the crux part of emphasis. The researches as relevant to my study, 'Students' Perception on Critical Pedagogy as a Method of Student Empowerment', have been reviewed for my research direction.

Andrade and Morrell (2008) have conducted a research on 'The

Promise of, Moving from Theory to Practice in Urban Schools' states critical pedagogy is against racial, economic, structural oppression. It focuses on dialogue instead of one-way transmission of knowledge and empowers individual and collectives as agent of social change. They have used

longitudinal survey research design for three years. This research explores the classroom intervention of critical pedagogy Oakland- a North California for three years in secondary level for academic excellence and belief in the practice of education for individual and collective freedom as social change.

Crooks (2010) has conducted a research on 'The Practicality and Relevancy of second language critical pedagogy' attempting to find out the practical usefulness of method. His main focuses were historical tradition, advocacy, and implication of newer institutional developments, critical EFL, post structural understanding, material and imaginary (an institutional mode). He has used historical research design. He has presented a general framework of overall planning of critical pedagogy. However, his study has not provided specific model of teaching method in ELT as critical consciousness.

Sharma (2010) in his article 'Criticalizing the pedagogy of English studies: A Nepalese perspective' argues that the application of theories and methods of Critical Pedagogy would greatly enhance the relevance of the discipline, making it a more intellectually and socially useful practice for the students and the Nepalese society at large. He discusses how the integration of dialogue and active engagement of students, in particular, can make this discipline a better means for understanding other cultures. He proposes the critical pedagogical means of dialogue and empowerment as two useful alternatives to the counterproductive traditional pedagogy of the discipline in Nepal. He adds dialogue as means of critical learning, pedagogy and empowerment, hegemony versus liberatory education, resistance not rejection for finding solution. He defines "dialogue" not only a means of communication among participants of a conversation, like students and teacher in a class, but more broadly as a means of multilateral interaction among the learners, teacher, the cultures that the content represent or express, and the epistemologies of all those agencies involved in the pedagogical process. He also defines "empowerment" more broadly than in the cliché of "knowledge as power": in the context of learning

from foreign content and culture, the knowledge itself can be potentially disempowering if the pedagogy being used is uncritical. He uses the qualifier “critical” for “pedagogy” to suggest that learners should be conscious and engaged in thinking about the process as well as the content of learning.

Bhandari (2011) has conducted a research on 'Exploration Common Expectation of students in large mixed ability classes' attempting to find out difficulties of large class teaching problem and its solution in the context of government aided schools and colleges. In order to fulfill objectives of the study, 100 ten grade students were selected from the five schools of the Kathmandu valley through purposive non-random sampling procedure. A set of questionnaire was the research tool for obtaining the data. Major findings of the study were, students are in favor of small class and they expect different sections for poor and bright students. Most of the students expected varieties of teaching strategies and they expected to get an opportunity to speak in the classroom. Judicious use of mother tongue was another finding of the research. Collaborative learning was the key weapon for learning that helps teacher to be a real teacher.

Parajuli and Das (2013) published an article 'Performance of community school in Nepal: Macro Level Analysis'. The major objectives of this paper is to explore different factors that are responsible for poor performance by public (community) schools in Nepal. This paper tried to find out the different factors which contributed for the failure of the community schools by analyzing the secondary literatures, personal analysis followed by the macro theory of sociology. Moreover, this paper tried to blend the analysis and interpretation with the critical pedagogy as put forward by Paulo Freire and Pierre Bourdieu. They tried to relate the quality issues of community schools with the critical pedagogy. They tried to see if the quality of community school increased if we adopt the perspective as shown by critical pedagogy. After thorough review of secondary literature, analysis through macro perspective under the influence of critical pedagogy they found lack of physical and infrastructures, textbooks,

centralized curriculum, monolingual instructional, lack of constructive and critical pedagogical strategies, poverty and social exclusion are the major factors contributing for the poor performance in community schools.

Leanna (2014) has conducted a research thesis on 'Reflections on Critical Pedagogy in the Classroom' from a qualitative research study that explores the experiences of nine high school teachers with some of the common themes in critical pedagogy. The study considers teachers who may not have explicitly learned about or applied critical pedagogy in their teaching and investigates how feasible and desirable they find the common themes in critical pedagogy to be based on their teaching experiences. These teachers work in a school with a largely upper-middle class student body, so the issue of applying critical pedagogy with affluent students adds a dimension of interest to this study. Through the interviews, three themes emerge most strongly: power/authority among students and teachers, the political nature of education, and teaching about social issues in the classroom. Teachers reveal an unwillingness to share authority with students or make space for students to be experts in the classroom in a meaningful way. Teachers demonstrate a desire to encourage students to improve society, but they believe the best way to achieve this is by teaching critical thinking skills and discussing social issues, allowing students to develop their own vision for an improved society. This study investigates the perspective of teachers who do not self-identify as critical pedagogues to get a sense of the theory's usefulness for a wider range of teachers, although most critical pedagogy research focuses on students of lower socio-economic status.

Paudel (2014) in his article 'Teachers' Attitudes towards Critical Pedagogy and its Practice in ELT Classrooms' states that Critical Pedagogy (CP), a mode of pedagogy, aims to empower learners and provide justice by offering preferential options and deconstructing authoritative and logo centric tendency in education. The current study, by using a mixed methodological design (qualitative and quantitative), illustrates a group of Nepali English language

teachers' attitudes regarding CP in ELT, focusing on how they employ CP in their classrooms. For this research, a sample, of 10 bachelor level teachers, was purposively selected from Baitadi and Dadeldhura districts. Five teachers' classes were observed. Analyzing the data collected through a survey questionnaire, it was found that all the teachers are in favour of CP in most cases in ELT. Even if all the teachers were notionally appeared in favor of practicing CP in most of the aspects that were asked to them, quite contrary to it, observation results of the teachers' classes revealed that they did not, in any real sense, embrace CP in their teaching practice. His major findings of the article were need of use of first language, use of Nenglish, involvement of students in decision making and incorporation of learners local culture in ELT. Hence, this study invoked the ELT teachers to embrace CP practically in the classrooms.

My research entitled 'Students' Perception on Critical Pedagogy as a Method of Student Empowerment 'explores the perceptions of students who are studying in master level at university. I have explored the experience of the students who have undergone various teaching methodology from lower level to the university level. It is to find out the how and why aspect of critical pedagogy in ELT classroom.

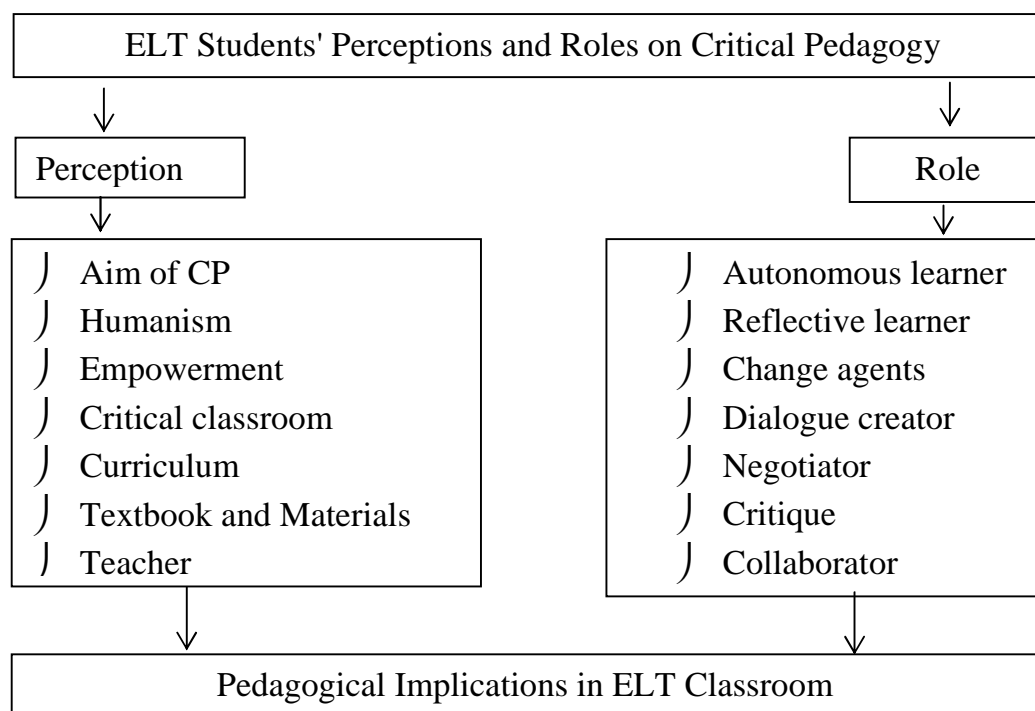
2.3 Implications of the Review of the Study

In my research, very important theoretical and empirical literatures contributed on the guideline and the direction to choose appropriate topic, objectives, conceptual framework, method, and data collection tools. Marxist humanism provided the social class and struggle for freedom of the students in the classroom and community. Freire's Pedagogy of the Oppressed has contributed to frame the problem of education system and need of critical pedagogy. Likewise, Mc Laren's, Gireoux's, Pennycook's work on critical pedagogy, have provided the theoretical background of this research and practice of the critical pedagogy. Theoretical literature helped me to develop philosophical

background of my research. The empirical researches, Crooks article helped me to develop the topic, Andrade helped me to choose research design, Bhandari's thesis helped me to construct tools, Lenna's thesis helped me to develop open-ended tools, Parajuli and Das's article helped me to choose population, Paudel's article helped to develop statement of the problem, Sharma's article helped me to develop conceptual framework. The theoretical and empirical literature reviews provided me new direction of this research. It helped me to make my research novel.

2.4 Conceptual Framework

It is the representation of various variables of the research those are reviewed and linked in my research study. The perception variables and role variables have been presented in the following diagram.



CHAPTER THREE METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

Design of the study is the concrete guideline for the data collection, analysis and interpretation parallel with the research topic, statement of problem and objectives of the study. This study is descriptive research. Creswell (2010) states:

Survey research designs are procedures in quantitative research in which investigator administer a survey to a sample or to the whole population of people to describe attitudes, opinions, behaviors or characteristics of the population. Survey is a form of quantitative research design which analyzes status quo, trends of the programme using questionnaire and interview (p.376).

Similarly, Nunan (1993, p.140) states, "The main purpose of survey is generally to obtain a Snap-shot of conditions, attitudes and events at a single point of time." Longitudinal survey research is the study of attitudinal change over point of time whereas cross-sectional survey research which collects data at one point in time for measuring current attitudes and practices. Attitudes and practice, national assessment, group comparison, community needs and programme evaluation are the types of cross-sectional survey research. I have collected the attitudes, opinions, and roles of ELT students on critical pedagogy. The objectives of this research design are to find out attitudes, explore ELT students' roles and suggest some pedagogical implication in ELT classroom. Data have been collected through close-ended and open-ended questionnaires. Nunan (1993, p. 140) suggests the following steps

Step 1: Defining objectives

- Step 2: Identify target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instruction
- Step 6: Design survey procedures
- Step 7: Identify analytical procedures
- Step 8: Determine reporting procedures
- Step 9: Conclude the reporting

3.2 Population, Sample and Sampling Strategy

In this research, to find out the perceptions and roles of students on critical pedagogy, the students studying in M.Ed. fourth semester were the population. The sample of this research was 30 ELT students. I have used purposive non-random sampling for selecting 30 students studying in master level at T.U., Kirtipur.

3.3 Research Tools

A set of questionnaire was used as a main tool for data collection in this research. A set of close and open-ended questions was distributed to the selected respondents in order to find out the perceptions and their roles on critical pedagogy in ELT classroom.

3.4 Sources of Data

Data are the raw materials for research through which perceptions and roles of the participants to be collected, interpreted and generalized. Both primary and secondary sources of data are essential in research for firsthand and second hand information of the research topic.

3.4.1 Primary Source

The primary sources of this research were the master level English students who had completed the ELT course at Tribhuvan University, Kirtipur. The

students were the practitioner of the critical pedagogy in their professional journey. Thirty students were the sample of this research. A set of questionnaire was given to the participants to obtain their perceptions and roles on critical pedagogy as a primary source of the data. Out of the thirty students thirteen were girls and seventeen were boys. The questionnaire had been distributed, collected, analyzed, and interpreted

3.4.2 Secondary Sources

For secondary sources of data in this research, I have used books, articles, journals on critical pedagogies. Marx's Capital, Freire's pedagogy of the oppressed, McLaren, Canagarajah, Toohey, Giroux's, Crooks view on critical pedagogy have been reviewed and analyzed for my research.

3.5 Data Collection Procedures

Data were collected through individual distribution of the questionnaire to the participants by developing consent letter, participants information statement, participants consent form, providing clear direction, being consistent with the objectives. Time and direction were provided in the questionnaire.

3.6 Data Analysis and Interpretations Procedures

Data were analyzed with the help of quantitative and qualitative tools of research i.e. table, percentage, mean. Interpretation was made by critical reflection on the trend of the data and rethinking perceptions. The students' perceptions were presented thematically using descriptive tools.

3.7 Ethical Considerations

For the disciplinary awareness, the researcher should follow sound ethical code of conduct to make research as research. To fulfill my research, I have considered the following ethics:

- i. Approval from the higher authority.

- ii. Clarifying the purpose of the research.
- iii. Sound rapport with the respondents.
- iv. Citation and acknowledgement.
- v. Confidentiality to the participants.
- vi. Not manipulating data, and omitting negative findings.
- vii. Data analyzing by no prejudice on controlling age, gender, race.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly concerns with the analysis and interpretations of the data. Data collected from the participants through the questionnaires, were analyzed and interpreted to explore the master level students' perception on critical pedagogy. While carrying out the research, I collected required data from thirty respondents. In this study, respondents were selected by using purposive non-random sampling procedures. The questionnaire was used as a main tool of data collection in which both close-ended and open-ended questions were used. The students responded accordingly, too.

4.1 Analysis and Interpretations of the data collected from close-ended questionnaire

Under this heading, the responses of the students regarding the perceptions and roles on critical pedagogy have been analyzed. The students were provided questionnaire having 40 close-ended and 5 open-ended questions. The responses collected from the students have been analyzed and interpreted descriptively using tables. These responses of the students have first been tabulated with the percentage and then calculated mean, using the Likert scale of attitudes, of the statement to find out the positive and negative perception for effective analysis and interpretation. The mean indicates the positive and negative attitudes on the assumption of the parameter given where the mean below than 2 shows negative attitudes, 3 shows the neutral response and 4-5 show the positive attitudes on the statements. Those responses have been showed in the holistic ways as follows:

4.1.1 Perceptions towards aim of critical pedagogy.

I attempted to explore the students' perception towards the aims of critical pedagogy in the following three items. They all responded differently in the parameters given in the questionnaire in the following table:

Table 1: Perceptions towards aim of critical pedagogy

| S.N. | Items | Responses | | | | | | | | | | Mean | | | | |
|------------|---|-----------|------|----|------|-------|-----------|---|----------|-----|-------|------|---|---|-----|-----|
| | | Agree | | | | | Undecided | | Disagree | | | | | | | |
| | | SA | | A | | Total | | | DA | SDA | Total | | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | N | % | | |
| 1 | The aim of critical pedagogy is to provide democratic learning environment for inclusion and empowerment. | 21 | 70 | 7 | 23.3 | 28 | 93.3 | 2 | 6.7 | - | - | - | - | - | - | 4.6 |
| 2 | Critical pedagogy eradicates all forms of oppressions and injustices | 5 | 16.7 | 22 | 73.3 | 27 | 90 | 2 | 6.7 | 1 | 3.3 | - | - | 1 | 3.3 | 4 |
| 3 | In the English language pedagogy, learners' experiences should be incorporated for the construction of the reflective knowledge of language and literature. | 13 | 43.3 | 15 | 50 | 27 | 93.3 | 2 | 6.7 | - | - | - | - | - | - | 4.4 |
| Grand mean | | | | | | | | | | | 4.3 | | | | | |

In the above table, three statements related to the aim of critical pedagogy were presented with the number of participant, percentage and mean value. In the first item, related to the democratic learning environment, 93.3% respondents agreed (70% strongly agreed, 23.3% agreed) whereas 6.7% respondents undecided. There were not any responses on disagree parameter. The mean value of that statement was 4.6 that shows positive attitude towards the democratic learning environment. These responses show majority of the students were in favour of democratic environment in the classroom for active participation in learning and only two participants showed neutral view. They show neutral position because of the lack of principle of critical pedagogy.

In item no two, related to the oppression and injustice, 90% students agreed (16.7% strongly agreed and 66.3% agreed), 6.7% undecided and 3.3% disagreed. The mean of the statement was 4 that shows positive attitudes on the statement. There were not any responses on strongly disagree scale. It clearly shows that majority of the students were in favour of critical pedagogy and minority were in doubt on the nature of critical pedagogy.

In item no three, related to the learner experience in language learning, 93.3% respondents agreed (13% strongly agreed and 15% agreed),6.7% undecided. However, there were not any responses in disagree scale. The mean was 4.4 that show positive attitudes of the students. It clearly shows that students were in favour of reflective experience in language learning classroom. The grand mean 4.3,about aim of critical pedagogy in three thematic statements of the thirty respondents, showed the positive response on aim of the pedagogy in language learning. The minority of respondents had neutral view.

4.1.2 Perceptions on humanistic learning

In this section, three assumptions were given regarding the humanistic learning in language classroom for addressing the student dignity, freedom and potentiality. The informants responded accordingly in the following table.

Table 2: Perceptions on humanistic learning

| No. | Items | Responses | | | | | | | | | | Mean | | | | |
|------------|--|-----------|------|----|------|-------|-----------|---|----------|-----|-----|------|-------|---|-----|-----|
| | | Agree | | | | | Undecided | | Disagree | | | | | | | |
| | | SA | | A | | Total | | | DA | SDA | | | Total | | | |
| | | N | % | N | % | N | % | N | % | N | % | | N | % | | |
| 4 | The active students' involvement in English language classroom is the result of humanistic approach in teaching. | 4 | 13.3 | 17 | 56.7 | 21 | 70 | 7 | 23.3 | 1 | 3.3 | 1 | 3.3 | 2 | 6.6 | 3.7 |
| 5 | If English teacher provides the freedom in interaction, students will play active roles in language learning. | 10 | 33.3 | 17 | 56.7 | 27 | 90 | - | - | 3 | 10 | - | - | 3 | 10 | 4.1 |
| 6 | Language learning is process of developing individual potentiality and dignity of the students | 10 | 33.3 | 16 | 53.3 | 26 | 86.6 | 3 | 10 | 1 | 3.3 | - | - | 1 | 3.3 | 4.1 |
| Grand mean | | | | | | | | | | | 4 | | | | | |

In the above table, item no 4 showed the student involvement in the classroom by the humanistic learning environment inside the classroom. In that statement 70% students agreed(13.3% strongly agreed, 56.7% agreed), 23.3% undecided

and 6.6% disagreed. The mean of the statement was 3.73 that showed the positive perception towards the statement. By this result, it can be said that in language classroom there should be the respect of students ideology and thinking.

Item no 5 dealt with the freedom of interaction, in which 90% respondents agreed (33.3% strongly agreed, 56.7% agreed), however 10% disagreed to the statement. Most of responses were on agree scale. The mean was 4.1. There were not any responses in the neutral section. It clearly showed that in language learning classroom, freedom should be given to the students.

Item no 6 showed the development of individual potentiality and dignity, in that, 86.6% respondents agreed (33.3% strongly agreed, 53.3% agreed), 10% undecided and 3.3% disagreed to the statement. The mean was 4.1. It shows that few responses were in favour of the mainstream pedagogy and teacher controlled classroom. The grand mean was 4 showing the positive attitude towards the humanistic learning process inside the language classroom. It can be said that the majority of the students were in favour of child-centered pedagogies.

4.1.3 Perceptions on learner empowerment

Learning is the active process of changing the behavior of the learner. Teaching and learning is not possible without the learner empowerment. In language learning, we should encourage the learner for their self-development. In this section, three assumptions were given and students were given response accordingly.

Table 3: Perceptions on learner empowerment

| No. | Items | Responses | | | | | | | | | | | | Mean | | | |
|------------|---|-----------|----|----|------|-------|------|-----------|------|----------|----|-----|---|------|-------|-----|-----|
| | | Agree | | | | | | Undecided | | Disagree | | | | | | | |
| | | SA | | A | | Total | | | | DA | | SDA | | | Total | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | | N | % | |
| 7 | Dialogue between teacher and students empowers the students linguistics competence and performance. | 18 | 60 | 12 | 40 | 30 | 100 | - | - | - | - | - | - | - | - | - | 4.6 |
| 8 | Inclusion, equity and diversity management of the students is the process of students' empowerment in language learning inside the classroom. | 6 | 20 | 19 | 63.3 | 25 | 83.3 | 5 | 16.7 | - | - | - | - | - | - | - | 4 |
| 9 | In language learning, home culture should be emphasized rather than introducing target language culture that is essential for best teaching and learning. | 3 | 10 | 9 | 30 | 12 | 40 | 9 | 30 | 9 | 30 | - | - | 9 | 30 | 3.5 | |
| Grand mean | | | | | | | | | | | | | | | | 4 | |

In the above table, item 7 no dealt with the dialogue among the students and teacher for learner empowerment where 100% responses were in favour of agree (60% strongly agreed and 40% agreed). However, there were not any responses on neutral and disagree scale. The mean was 4.6 that shows high degree of positive attitude towards the dialogue. It definitely reveals that the all of the students were in favour of dialogue in teaching.

In item no 8, 83.3% respondents agreed (20% strongly agreed, 63.3% agreed), 16.7% were undecided. There were not any responses on disagree sections. The mean was 4. It can be interpreted that most of the students were advocated the inclusion in the classroom by addressing diversity and managing equity in the language learning.

Item no9 was about focus of home culture in language learning in which 40% respondents agreed (10% strongly agreed, 30% agreed), 30% undecided and 30% disagreed. The mean was 3.5. In this statement,contradiction is seen either to focus on home culture or to focus target culture in language learning, however, critical pedagogue advocates that in language learning home culture should be focused. By the result, it can be said that the some students were

clear on the norms of critical pedagogy and some were neutral (they were in favour of intercultural approach) and some have negative attitude regarding the home culture of the students. However, the grand mean, 4, on the learner empowerment shows positive attitudes towards dialogue.

4.1.4 Perceptions on critical classroom

It is clear that the classroom in critical pedagogy is different from mainstream pedagogy where students actively interact with the reality of the knowledge and construct their own philosophy of learning. To perceive the critical classroom, three items were included, students have responded accordingly.

Table 4: Perceptions on critical classroom

| No. | Items | Responses | | | | | | | | | | Mean | | | | |
|------------|---|-----------|------|----|------|-------|-----------|---|----------|----|-----|------|-----|---|-------|-----|
| | | Agree | | | | | Undecided | | Disagree | | | | | | | |
| | | SA | | A | | Total | | | | DA | | | SDA | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | | N | % | N | % |
| 10 | Critical classroom of English is full of students' interaction where teacher's role is to make congenial environment | 3 | 10 | 23 | 76.7 | 26 | 86.7 | 3 | 10 | - | - | 1 | 3.3 | 1 | 3.3 | 3.9 |
| 11 | In English classroom, the teacher should not impose his/her ideology but the teacher should explore the students' ideology. | 10 | 33.3 | 17 | 56.7 | 27 | 90 | 1 | 3.3 | - | - | 2 | 6.7 | 2 | 6.7 | 4.1 |
| 12 | The classroom should be the best place for the practices of intercultural understanding and linguistics struggle of the diverse students. | 9 | 30 | 16 | 53.3 | 25 | 83.3 | 3 | 10 | 2 | 6.7 | - | - | 2 | 6.7 | 4.2 |
| Grand mean | | | | | | | | | | | | | | | 4 | |

Item No. 10 dealt with interaction in the classroom, where 86.7% respondents agreed (3% strongly agreed, 23% agreed), 10% undecided, and 3.3% strongly disagreed. The mean was 3.9. The majority of the respondents agreed it means language classroom should be full of interaction among students and teacher.

In item no 11, 90% respondents agreed (10% strongly agreed, 76.7% agreed), 3.3% undecided, and 6.7% strongly disagreed regarding the rejection of the teaching ideology and cultivating the students own ideology in the language classroom. The mean was 4.1 that show positive responses towards the friendly classroom discipline.

Item no 12 sought to explore the intercultural understanding in the classroom where 83.3% students agreed (30% strongly agreed, 53.3% agreed), 10% neutral, and 6.7% disagreed. The mean was 4.2 that shows positive attitude regarding the intercultural understanding. It can be said that in language classroom, intercultural approach should be used for bridging the gap between students' home culture and target culture. The grand mean regarding the critical classroom was 4 having positive attitudes. The majority of the students were in favour of the interaction and intercultural understanding inside the classroom.

4.1.5 Perceptions on curriculum

Curriculum is the main document and roadmap of an institution that helps to fulfill the objective and provides the expected output. In critical pedagogy, the local curriculum should be focused to meet the needs and interests of the learners and society. To take student opinion regarding the curriculum, I have provided three assumptions and students have responded accordingly.

Table 5: Perceptions on curriculum

| No. | Items | Responses | | | | | | | | | | | | Mean | | |
|------------|--|-----------|------|----|----|-------|------|-----------|------|----------|------|-----|-----|------|-------|-----|
| | | Agree | | | | | | Undecided | | Disagree | | | | | | |
| | | SA | | A | | Total | | | | DA | | SDA | | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | | N | % |
| 13 | The curriculum should be flexible and its aim should be critical and creative individual development, who always criticizes centralized curriculum and demands for the local curriculum. | 8 | 26.7 | 18 | 60 | 26 | 86.7 | 3 | 10 | 1 | 3.3 | - | - | 1 | 3.3 | 4 |
| 14 | The curriculum should be child centered to address the interests and the problems of the learners. It should incorporate experiences of the learners. | 21 | 70 | 9 | 30 | 30 | 100 | - | - | - | - | - | - | - | - | 4.7 |
| 15 | Students, classroom, society and culture are the sources of curriculum so there is no need of the mainstream curriculum. | 4 | 13.3 | 12 | 40 | 16 | 53.3 | 5 | 16.7 | 7 | 23.3 | 2 | 6.7 | 9 | 30 | 3.3 |
| Grand mean | | | | | | | | | | | | | | | 4 | |

Item no. 13 was about the flexible curriculum to develop creativity and critical thinking where 86.7% respondents agreed (26.7% strongly agreed, 60% agreed), 10% undecided, and 3.3% disagreed. The mean was 4. There were not any responses on strongly disagree scale. It clearly shows that the majority of the students were in favour of flexible curriculum.

In item no 14, regarding child centered curriculum, 100% respondents agreed (70% strongly agreed, 30% agreed). However, in this statement there were not any responses on neutral and disagree scale. The mean was 4.7. It can be mentioned that all of the students were in favour of child-centered curriculum.

In item no 15 regarding the opposition of mainstream pedagogy, 53.3% respondents agreed (13.3% strongly agreed, 40% agreed), 16.7% undecided, and 30% disagreed (23.3% disagreed, 6.7% strongly disagreed). The mean was 3.3. It showed the neutral like view either to follow critical pedagogy or to follow mainstream pedagogy. It was so because lack of practice of critical pedagogy in the context of Nepal.

The grand mean 4, showed the positive perceptions of the students on critical pedagogy. The students were in favor of the child-centered and local curriculum.

4.1.6 Perceptions on textbook and materials

Textbook and material should incorporate the local context and availability of the teaching materials. To take the view of the students, students have given three statement and they have responded as follows:

Table 6: Perception on textbook and materials

| No. | Items | Responses | | | | | | | | | | | | Mean | | |
|------------|---|-----------|------|----|------|-------|------|-----------|------|----------|----|-----|-----|------|-------|-----|
| | | Agree | | | | | | Undecided | | Disagree | | | | | | |
| | | SA | | A | | Total | | | | DA | | SDA | | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | | N | % |
| 16 | Only textbook materials cannot fulfill the interests and needs of diverse learners. | 19 | 63.3 | 11 | 37.7 | 30 | 100 | - | - | - | - | - | - | - | - | 4.6 |
| 17 | The textbook always carries the ideology of higher authority. So students should not follow as taken for granted. | 1 | 3.3 | 12 | 40 | 13 | 43.3 | 7 | 23.3 | 9 | 30 | 1 | 3.3 | 10 | 33.3 | 3.3 |
| 18 | Curriculum, textbook are the sole material in language teaching. | 3 | 10 | 8 | 26.7 | 11 | 36.7 | 1 | 3.3 | 9 | 30 | 9 | 30 | 18 | 60 | 3.4 |
| Grand mean | | | | | | | | | | | | | | | | 3.8 |

In the above table, item no 16 dealt with the opposition of the sole course book in which 100% respondents agreed (63.3% strongly agreed, 36.7% agreed). There were not any responses on other sections. The mean value of the statement was 4.6 having high positive degree of attitude. All of the students were against the dependence on the course book.

Item no 17 showed 43.3% respondents agreed (3.3% strongly agreed, 40% agreed), 23.3% undecided, and 33.3% disagreed (3.3% disagreed, 30% strongly disagreed). The mean value of attitude was 3.3. By this result, there was

scattered view on the rejection of the textbook that always carries the centric ideology and students should not take it as taken for granted.

In item no 18, the 36.7% respondents agreed (10% strongly agreed, 26.7% agreed), 3.3% undecided, and 60% disagreed (30% disagreed, 30% strongly disagreed). The mean was 3.4. It shows that the majority of the students were against the course book as sole source of language learning.

The grand mean of the three items was 3.8 that show positive response about the textbook and materials to not be used as core materials but supplementary materials.

4.1.7 Perceptions on teacher

The teacher is the key person in language learning classroom. S/he must create congenial environment in language learning where students best interact and actively construct the knowledge. To obtain the perception about the teacher, the students have given the following response on the statement given.

Table 7: Perceptions on teacher

| No. | Items | Responses | | | | | | | | | Mean | | | | | |
|------------|---|-----------|------|-------|-----------|-----|----------|-----|-------|----|------|---|-----|----|------|-----|
| | | Agree | | | Undecided | | Disagree | | | | | | | | | |
| | | SA | A | Total | | | DA | SDA | Total | | | | | | | |
| | | N % | N % | N % | N % | N % | N % | N % | N % | | | | | | | |
| 19 | Most of the traditional and novice teachers take critical pedagogy as workload and difficult to handle and prefer to follow usual method in teaching. | 1 | 3.3 | 20 | 66.7 | 21 | 70 | 7 | 23.3 | 1 | 3.3 | 1 | 3.3 | 2 | 6.6 | 3.6 |
| 20 | Teacher class and ideology affects language learning. For equity, inclusion the teacher should consider about students' social class. | 5 | 16.7 | 24 | 80 | 29 | 96.7 | 1 | 3.3 | - | - | - | - | - | - | 4.1 |
| 21 | It is difficult to the English language teacher to control learner centered classroom and he cannot achieve the objectives of the lesson. | 2 | 6.7 | 6 | 20 | 8 | 26.7 | 6 | 20 | 14 | 46.7 | 2 | 6.7 | 16 | 53.4 | 3.2 |
| Grand mean | | | | | | | | | | | | | | | 3.6 | |

In the above table, item no 19 showed 70% respondents agreed scale (3.3% strongly agreed, 66.7% agreed), 23.3% undecided, 6.6% disagreed (3.3% strongly disagreed, 3.3% strongly disagreed) regarding the trends of using traditional method and critical pedagogy. The mean value was 3.6. It can be said that most of the teachers are using the traditional method because of the workload and less ideas about the critical pedagogy.

In item no 20 about the influence of teacher class and ideology and avoidance of these value by understanding the students social background, 96.7% students agreed (16.7% strongly agreed, 80% agreed), 3.3% undecided. The mean value of this statement was 4.1. It can be clearly said that the teacher should understand the social background and ideology of the each student.

Item no 21 regarding the duty of teacher to balance the course objectives and the use of learner centered method, 26.7% respondents agreed (6.7% strongly agreed, 20% agreed), 20% undecided, and 53.4% disagreed (46.7% disagreed, 6.7% strongly disagreed). The mean value of this statement was 3.2. It can be said that the focus should not be given to the completion of the course rather to develop the socializing aspects of the students.

The grand mean regarding the teacher role in critical pedagogy was 3.6 that shows that modulation of the teachers roles who were following traditional pedagogy and shifting towards the critical pedagogy.

4.2 Perceptions on roles of the Students

Students' role is an essential in critical pedagogy as it is their own pedagogy for meeting the individual needs. Thus, students' perceptions in the following aspects given, can be presented as follows.

4.2.1 Role as an autonomous learner

The pedagogy should develop the self-directed learning. Students best learn if we provide freedom and responsibility to them. The responses given by the students in role of autonomy have been presented in the following table.

Table 8: Role as an autonomous learner

| No. | Items | Responses | | | | | | | | | Mean | | | | | |
|------------|---|-----------|------|-------|-----------|----|----------|-----|-------|---|------|---|-----|---|-----|-----|
| | | Agree | | | Undecided | | Disagree | | | | | | | | | |
| | | SA | A | Total | | | DA | SDA | Total | | | | | | | |
| | | N% | N% | N% | N% | % | N% | N% | N% | | | | | | | |
| 22 | Student should be autonomous in learning developing own direction and target of language learning rather to learn what teacher instructs. | 7 | 23.3 | 15 | 50 | 22 | 73.3 | 6 | 20 | 1 | 3.3 | 1 | 3.3 | 2 | 6.6 | 3.8 |
| 23 | Students should develop learner autonomy for meeting their interests and own paces of the language learning. | 7 | 23.3 | 21 | 70 | 28 | 93.3 | 2 | 6.7 | - | - | - | - | - | - | 4.1 |
| Grand mean | | | | | | | | | | | | | | | 4 | |

In the above table, item no 22 showed learner autonomy as a self-directed learning where 73.3% respondents agreed (23.3% strongly agreed, 50 % agreed), 20% undecided, and 6.6 % disagreed (3.3% disagreed, 3.3% strongly disagreed). The mean value of the statement was 3.8 showing positive response. The majority of the students showed the students to be autonomous for managing own learning and strategy for linguistic development.

Item no 23, having 93.3% respondents agreed (23.3% strongly agreed, 70% agreed), 6.7% undecided, had 4.1 mean value that showed the positive attitudes on learner autonomy to quench own interest and pace of learning. The majority of the students advocated the role of learner autonomy. The grand mean of the learner autonomy was 4 having positive attitude on learner autonomy.

4.2.2 Role as reflective learner

Reflection is one of good technique for self-development so in critical pedagogy the students should be reflective practitioner for the establishment of the concrete learning with their experience.

Table 9: Role as reflective learner

| No. | Items | Responses | | | | | | | | | | Mean | | | | |
|------------|---|-----------|------|----|------|-------|-----------|---|----------|----|-----|------|-------|---|-----|-----|
| | | Agree | | | | | Undecided | | Disagree | | | | | | | |
| | | SA | | A | | Total | | | | DA | SDA | | Total | | | |
| | | N | % | N | % | N | % | N | % | N | % | | N | % | | |
| 24 | Reflection brings the creativity of the students and involves in the language tasks for the development of literature and critical thinking.. | 8 | 26.7 | 22 | 73.3 | 30 | 100 | - | - | - | - | - | - | - | - | 4.2 |
| 25 | Reflection of the students helps to nurture ethnographic representation in the classroom. | 4 | 13.3 | 19 | 63.3 | 23 | 77.6 | 5 | 16.7 | 2 | 6.7 | - | - | 2 | 6.7 | 3.9 |
| 26 | The students should observe what happens in the social event and reflect in the classroom as primary content. | 3 | 10 | 17 | 56.7 | 20 | 66.7 | 8 | 26.7 | 1 | 3.3 | 1 | 3.3 | 2 | 6.6 | 3.6 |
| Grand mean | | | | | | | | | | | | | | | 3.9 | |

In item no 24, reflection and creativity, 100% students agreed (26.7% strongly agreed, 73.3% agreed). There were not any responses in other scale. The mean was 4.2 having positive perception. It can be said that reflection should be made by the students to develop their linguistic ability and students should give their experience in language learning.

In item no 25, reflection and culture, 77.6% students agreed (13.3% strongly agreed, 63.3% agreed), 16.7% undecided, and 6.7% disagree. The mean value of this statement was 3.9 having positive value. There were not any responses on strongly disagree scale. It clearly showed, having neutral view too, the students should reflect their culture the classroom to strengthen their language comparatively.

Item no 26 relates the idea of social event as a primary content in which 66.7% respondents agreed (10% strongly agreed, 56.7% agreed), 26.7% disagreed, and 6.7% disagreed. It had 3.6 mean value showing positive perception. It can be said that the majority of the students are in favour of social event presentation in the classroom. The grand mean was 3.9 that tells that the students should give reflection in language classroom as auto-ethnographer.

4.2.3 Role as a change agent

Learning is the process of changing self and society. So, the learner are the change agent and they should change the traditional society and trends of learning. Perceptions of the students as change agent have been shown in the following table.

Table 10: Role as a change agent

| No. | Items | Responses | | | | | | | | | | Mean | | | | |
|------------|--|-----------|------|----|----|-------|-----------|---|----------|-----|-------|------|---|---|-----|-----|
| | | Agree | | | | | Undecided | | Disagree | | | | | | | |
| | | SA | | A | | Total | | | DA | SDA | Total | | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | N | % | | |
| 27 | The students should apply the language gained in school in their home and vice versa. | 6 | 20 | 18 | 60 | 24 | 80 | 5 | 16.7 | 1 | 3.3 | - | - | 1 | 3.3 | 4 |
| 28 | Students should use their linguistic skills and knowledge in the society for problem solving, decision making and critical thinking. | 13 | 43.3 | 12 | 40 | 25 | 83.3 | 3 | 10 | 2 | 6.7 | - | - | 2 | 6.7 | 4.2 |
| Grand mean | | | | | | | | | | | 4.1 | | | | | |

The item no 27 regarding the change agent by applying knowledge learned in school for social transformation, 80% respondents agreed (20% strongly agreed, 60% agreed), 16.7% undecided, and 3.3% disagreed. The mean value was 4 indicating positive perception. It can be said that the majority students were in favour of change agent by the application of knowledge in the society.

Item no 28 dealt with linguistic skills for solving problem and decision making, having 83.3% respondents agreed (43.3% strongly agreed, 40% agreed), 10%

undecided, and 6.7% disagreed that statement had 4.2 mean value. It can be generalized that the language learner should use their optimum knowledge and skills for changing the society by analyzing the problem, searching the new innovative idea for social and linguistic promotion. The grand mean 4.1 showed the students role as change agent of the society.

4.2.4 Role as a dialogue creator

Dialogue is the best way of making involvement in learning. The language classroom should be full of dialogue that gives the liberation to the students. The responses given by the students in the following items have been presented in the following table.

Table 11: Role as a dialogue creator

| No. | Items | Responses | | | | | | | | | Mean | | | | | |
|------------|---|-----------|------|-------|-----------|----|----------|-----|-------|---|------|---|-----|---|------|-----|
| | | Agree | | | Undecided | | Disagree | | | | | | | | | |
| | | SA | A | Total | | | DA | SDA | Total | | | | | | | |
| | | N% | N% | N% | N% | % | N% | N% | N% | | | | | | | |
| 29 | Classroom should be full of dialogue, teacher role should be passive. | 4 | 13.3 | 14 | 46.7 | 18 | 60 | 4 | 13.3 | 7 | 23.3 | 1 | 3.3 | 8 | 26.6 | 3.4 |
| 30 | Dialogue gives liberation to the learners and they best understand the content in meaningful way. | 5 | 16.7 | 20 | 66.7 | 25 | 83.4 | 2 | 6.7 | 3 | 10 | - | - | 3 | 10 | 3.6 |
| Grand mean | | | | | | | | | | | | | | | 3.5 | |

The item no 29 dealing with dialogue and passive role of teacher, 60% respondents agreed (13.3% strongly agreed, 46.7% agreed), 13.3% neutral, and 26.6% disagreed (23.3% disagreed, 3.3% strongly disagreed). It had 3.4 mean value. From this, it can be said that the classroom should be full of dialogue but teacher should not be passive, the teacher should be promoter and facilitator.

The item no 30 dealt with the dialogue and liberation for meaningful learning, 83.4% students agreed (16.7% strongly agreed, 66.7% agreed), 6.7% undecided, 10% disagreed. It had 3.6 mean value that shows the low degree of positive attitudes. This can be said that the students were not completely in

favour of dialogue because of the current trends of learning and their personality. The grand mean was 3.5 that had low degree of positive argument. However, the main motto of the critical pedagogy was the dialogic than anti-dialogic that leads towards the liberation not to the imposition.

4.2.5 Role as a negotiator

Negotiation is a powerful tool for making meaning of the language in a mutual way so the students should play the role of negotiation with the teacher about the content and knowledge construction. It the process of posing frequent question with the teachers. The students' responses have been shown in the following table.

Table 12: Role as a negotiator

| No. | Items | Responses | | | | | | | | | | | | Mean | | |
|------------|---|-----------|------|----|------|-------|------|-----------|------|----------|-----|-------|---|------|-----|-----|
| | | Agree | | | | | | Undecided | | Disagree | | | | | | |
| | | SA | | A | | Total | | N | % | DA | SDA | Total | | | | |
| | | N | % | N | % | N | % | | | | | N | % | | N | % |
| 31 | The negotiation should be made between teacher and students about the content and classroom activities. | 7 | 23.3 | 20 | 66.7 | 27 | 90 | 3 | 10 | - | - | - | - | - | - | 4.1 |
| 32 | The student should know their role as primary and teacher's role secondary in the classroom. | 6 | 20 | 22 | 73.3 | 28 | 93.3 | 2 | 6.7 | - | - | - | - | - | - | 4.1 |
| 33 | The students and teacher discussion brings the real meaning of the literary texts in the classroom. | 12 | 40 | 13 | 43.3 | 25 | 83.3 | 4 | 13.3 | 1 | 3.3 | - | - | 1 | 3.3 | 4.6 |
| Grand mean | | | | | | | | | | | | | | | 4.2 | |

In item no 31, regarding the negotiation between teacher and students, 90% respondents agreed (23.3% strongly agreed, 66.7% agreed), 10% undecided. However, there were not any responses in disagree section. The mean value of the statement was 4.1, which shows positive attitudes. From this, it can be generalized the majority of the students were in favour negotiation in language learning.

In item no 32, regarding primary role of student in negotiation, 93.3% respondents agreed (20% strongly agreed, 73.3% agreed), 6.67% undecided. However, there were not any responses in disagree scales. The mean was 4.1 that shows positive view. Despite some neutral view, the majority of the respondents were in favour of students dominance in language learning.

Item no 33 showed the discussion between teacher and students for making meaning of the text and talk, in that item 83.3% respondents agreed (40% strongly agreed, 43.3% agreed), 13.3% undecided, and 3.3% disagreed. The mean value of the item was 4.6 that shows positive value. It can be interpreted that the majority of the respondents advocated the key role of discussion for making real meaning of the language and literature. The grand mean of the negotiation was 4.2 that shows the overall acceptance of negotiation. Students should make negotiation for construction of the real meaning.

4.2.6 Role as a critique

The students, in critical pedagogy, should not take knowledge as taken for granted rather should criticize the reality. By criticizing, students get the opportunity to put their view on language learning. It develops the creativity. The responses given by the respondents have been given in the following table.

Table 13: Role as a critique

| No. | Items | Responses | | | | | | | | | | | | Mean | | |
|------------|---|-----------|----|----|------|-------|------|-----------|------|----------|------|-----|----|------|-------|-----|
| | | Agree | | | | | | Undecided | | Disagree | | | | | | |
| | | SA | | A | | Total | | N | % | DA | | SDA | | | Total | |
| | | N | % | N | % | N | % | | | N | % | N | % | | N | % |
| 34 | The student should reject the strong discipline of the classroom. | - | - | 7 | 23.3 | 7 | 23.3 | 8 | 26.7 | 12 | 40 | 3 | 10 | 15 | 50 | 2.6 |
| 35 | The students should not take knowledge of language as taken for granted rather criticize the reality. | 3 | 10 | 16 | 53.3 | 19 | 63.3 | 7 | 23.3 | 4 | 13.3 | - | - | 4 | 13.3 | 3.6 |
| 36 | The learners should question the existed teaching approach and locate their roles in language learning. | 3 | 10 | 17 | 56.7 | 20 | 66.7 | 7 | 23.3 | 3 | 10 | - | - | 3 | 10 | 3.7 |
| Grand mean | | | | | | | | | | | | | | | 3.3 | |

In item no 34, 23.3% respondents agreed, 26.7% undecided, 50% disagreed (40% disagreed, 10% strongly disagreed). The mean was 2.6 that shows the negative attitude towards the statement. The majority of the respondents disagreed the opposition of the strong discipline of the classroom. The students should reject the authority; however, the respondents showed the negative perceptions due to the trends of the school discipline and administration.

Item no 35 deals with the contextualization of the knowledge in which 63.3% respondents agreed (10% strongly agreed, 53.3% agreed), 23.3% undecided, and 13.3% disagreed. The mean value was 3.6 that shows positive perception. It can be generalized that the students should modify the knowledge by learning by doing.

Itemno 35 deals with the questioning traditional approach of teaching in which 66.7% respondents agreed (10% strongly agreed, 56.7% agreed), 23.3 % undecided, and 10% disagreed. The mean value was 3.7. It shows that there is not high degree of acceptance the role of students as critique. The grand mean was 3.3 that was neutral like view neither agree nor disagree. It was because of the influence of the traditionally nurtured role of the students in strongly disciplined classroom. The response was not satisfactory on the view of critical pedagogy and the role of the students.

4.2.7 Role as a collaborator

Two head are better than one head. Students get their freedom in collaborative learning. Group work and individual work, discussion and debate provide the real learning where students' interests and needs are addressed. Students' responses on the collaboration have been presented in the following table.

Table 14: Role as a collaborator

| No. | Items | Responses | | | | | | | | | | Mean | | | |
|------------|---|-----------|------|----|-----------|----|----------|---|-----|-------|-----|------|---|-----|-----|
| | | Agree | | | Undecided | | Disagree | | | | | | | | |
| | | SA | | A | Total | | DA | | SDA | Total | | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | | | |
| 37 | There should be collaboration between teacher and students for meaningful learning | 17 | 56.7 | 12 | 40 | 29 | 96.7 | - | - | 1 | 3.3 | - | 1 | 3.3 | 4.5 |
| 38 | Individual work, and group work are the best way to create knowledge of language and literature | 15 | 50 | 13 | 43.3 | 28 | 93.3 | 2 | 6.7 | - | - | - | - | - | 4.5 |
| 39 | Collaboration develops think, pair and share culture that empowers the students. | 13 | 43.3 | 16 | 53.3 | 29 | 96.6 | - | - | 1 | 3.3 | - | - | - | 4.3 |
| 40 | Collaboration develops the communicative skills and brings harmony among students and teachers. | 20 | 66.7 | 10 | 33.3 | 30 | 100 | - | - | - | - | - | - | - | 4.6 |
| Grand mean | | | | | | | | | | | | | | 4.5 | |

From the above table, in item no 37, regarding the collaboration between teacher and students, 96.7% respondents agreed (56.7% strongly agreed, 40% agreed), 3.3% disagreed. The mean value was 4.5 that showed the high positive degree of perception. However, there were not any responses in disagree scales. It can be generalized that the majority respondents were in favour of the collaboration with teacher and students.

In item no 38 regarding the individual and group work, 93.3% respondents agreed (50% strongly agreed, 43.3% agreed), 6.7% undecided, whereas there were not any responses in disagree section. The mean value was 4.5 that showed the positive perception. It can be interpreted that group work and individual work are the best tools to have meaning learning.

In item no 39, collaboration is necessary in think pair share culture development, 96.7% respondents agreed (56.7% strongly agreed, 40% agreed), 3.3% disagreed. However, there were not any responses on undecided scale and strongly disagree scale. The mean of the statement is 4.6 that shows

positive perception. By this result, it can be generalized that the majority of the students advocated that there should be think, pair, share culture in language classroom.

In item no 40 concerning the communicative and socializing skills development through collaboration, 66.7% respondents strongly agreed and 33.3% agreed, however, there were not any responses in neutral and disagree sections. The mean value of the statement was 4.6 that shows the positive attitudes. By this, it can be said that collaboration helps to develop the communicative, socializing and cooperating skills among the students by which students themselves tackle in the real life problem for effective and efficient solution. The grand mean of the collaborative role of the students in critical pedagogy was 4.5 by this it can be said the students should be collaborative for sharing own idea rather than using ready-made idea.

4.3 Responses of the students collected from the open-ended questions

This topic deals with the perceptions collected from the open-ended question where thirty students were asked five open ended questions to collect the information about the perceptions of students on critical pedagogy. Different students responded differently regarding the question employed. The responses of the students are presented thematically in the following ways:

4.3.1 Students' perception towards the participation of the students in the classroom activities

Critical pedagogy focuses on the participation of the learners for managing the inclusion in the classroom by employing the various techniques and critical awareness of the students' personality and socio-cultural background.

Regarding the perceptions of the students towards the participation parameter in critical pedagogy responses have been presented in the form of summary as follows:

Students clearly mentioned the activities for better participation in the classroom.

-) The rapport among homogeneous and heterogeneous group and discussion, collaboration should be made.
-) Diagnostic teaching should be used.
-) The student should use locally available materials.
-) Equity based treatment should be given to the marginalized students.
-) Learning by doing should be emphasized.
-) Multiple intelligence should be addressed.
-) Learner centered method should be focused.
-) Create homely environment inside the school.
-) Students should be active.
-) Appreciation should be given.
-) Awareness raising and motivation should be managed.
-) Equal participation should be given.
-) The individual difference should be understood.
-) Individual task should be given.
-) Action research should be conducted.
-) Focus should be given passive and introvert students.
-) Language game should be used.
-) Teacher should be given ethnographic researcher.
-) Student interview should be taken to understand the personality.

4.3.2 Students perception on application of CP in classroom which is full of diverse students

The implementation of critical pedagogy in Nepalese context is difficult job due to the cultural diversity among the students in the classroom. To manage equity and just participation to all students is the major role of the ELT teacher. The students' suggestion is an important aspect of consideration for better

solution. The suggestions made by the respondents have been enlisted as follows:

-) Environment for sharing experience should be created among the friends.
-) Student behavior should be understood.
-) Cultural research should be done.
-) Child psychology and pedagogy should be balanced.
-) Well dissemination of the critical pedagogy should be focused.
-) Teacher training should be given on new approach.
-) Collaborate with stake holders and students should managed.
-) Social reality should be focused.
-) Varieties of activities should be used.
-) Guardians meeting should be conducted.
-) Students interaction should be focused rather than aiming to finish the course.
-) Participatory approach should be used.
-) Real situation should be created in the classroom.
-) Equity should be addressed.

4.3.3 Students' Perceptions on ample opportunities for interaction in CP.

An opportunity is part and parcel for language development by which the students develop their linguistic competence as well as performance needed for daily life. To provide a just and an ample opportunity in heterogeneous classroom is an interesting and considerable task. The students' suggestions for providing ample opportunity in the classroom, have been enlisted as follows:

-) Separate allocation time for the interaction should be given.
-) Should do the activities according the objective of the lesson.
-) Maximize STT and give responsibility to the students.
-) Use audio video materials.

-) Students' experience should be focused.
-) Macro level plan and policy should be adopted.
-) Level, age, educational background should be researched.
-) Mother tongue should be revitalized.
-) Understand the students' background.
-) Extra materials should be used.
-) Interaction should be given.

4.3.4 Students suggestions on teacher roles and activities fulfilled in an academic session

Critical pedagogy is a critical awareness of the curriculum, school, textbook, teachers, and ideological practice over the learner and his/her conscious and dialogic representation for resisting the reality and making meaning in socio-cultural and ideological area [school] for liberation in education. The academic course, however, is a consolidated package of an institution, should be followed considering the needs and interests of the students by the teacher. The suggestions from the respondents have been listed as follows:

-) Students should be taken core part of the learning procedures in a democratic environment.
-) Extra-curricular should be maintained. Textbook is not the sole materials. Teacher should be extrovert.
-) Curriculum designer should balance the content and time.
-) School administration should be managed.
-) Student pace of learning should be managed.
-) Local curriculum should be constructed.
-) Equal opportunity should be given.
-) Context of the classroom should be understood.
-) Case study should be done.
-) Students should be concerned to raise the voice.
-) Situation should be analyzed respecting social justice of learners.

4.3.5 Students' suggestions on role of curriculum, material, teacher and students on critical pedagogy

The distinctive, decentralized and empowering curriculum, material and critical teacher and students are the crux of an effective implementation of the critical pedagogy. The perceptions and roles should be appropriate in critical pedagogy. The key suggestions made by the respondents have been listed as follows:

-) Learner centered materials should be used.
-) Sharing culture should be managed for active involvement.
-) Curriculum should be need based and humanistic.
-) Teacher should play role of supporter, cultural transformer, democratic practitioner.
-) Learner should be autonomous, and risk taker.
-) Local materials should be focused.
-) ICT should be used maximum.
-) Macro and micro level understanding about the policy, plan, curriculum design, material design should be made..
-) Variation in teaching materials should be made.
-) Students should be critical thinker.
-) Plain materials should be used not authoritative and ideological.

CHAPTER FIVE

FINDINGS, CONCLUSION&RECOMMENDATIONS

5.1 Findings

The research entitled "Students' perceptions on critical pedagogy as a method of students empowerment" is an attempt to take students views on critical aspects of the language learning that brings democratic and equity based learning by giving the learner autonomy and freedom to the students. The key findings consistent with the objectives are: The English language learning should take place in a liberal way where students' potentiality, dignity, and freedom are ensured by the use of dialogical intercultural approach in teaching and learning. Students' ideology should be respected for developing critical mind on decentralized curriculum and construction of local material and,

The ELT students should be autonomous, reflective, ideological critique, change agent for social transformation as well as transform the methodological procedures of the English language teaching and learning. The students should resist the present reality and should construct and reflect their own meaning that is grounded on their experience and home culture for their active role and individual linguistic development.

Besides the major finding of the research, there are other sub findings which are derived after analysis and interpretation of the data i.e.as follows:

-) The majority of the respondents advocated the democratic language learning environment for sharing their experience.
-) More than 70% respondents were in favour of humanistic language learning. It means language learning should develop freedom, potentiality, and dignity of the students for equity based learning.
-) All of the students were in favour of dialogue. It means dialogue is the best method for empowering the students.

-) The majority of the students were in favour of intercultural approach in language learning. It means that in language learning home culture, inter-culture and target culture should be given priority respectively.
-) Most of the students were in favour of the rejection of teacher ideology in the classroom. It means, there should be interaction by questioning and resisting the existed reality between the teacher and students for making classroom critical.
-) Most of the respondents advocated the need of decentralized, flexible curriculum. It means there should be local curriculum that addressed the curriculum of the children's needs and interests.
-) The majority of the respondents were against the monopoly of the textbook. It means that teacher should include the other contextual material that is equally helpful to empower the learner participation.
-) Traditional teachers were not using critical pedagogy so they should change their thinking and use student centered techniques to provide ample opportunities for interaction by which students best learn.
-) More than 90% students were advocated the autonomous role of the students. It means the learner, in critical pedagogy, should be autonomous for making own pace of learning taking self-direction and responsibility.
-) Majority of the students were in favour of reflection in learning. It means reflection shows their inner though in learning and helpful to share their socio-cultural experience.
-) More than 80% respondents advocated the students as change agent. It shows the role of students are to transform the class-based society to equity based society.

-) The majority of the students responded the need of dialogue in learning language. Dialogue provides the liberation in teaching learning where students can share their interest and experience.
-) More than 85% respondents showed the role of students as negotiator for questioning and making meaning in the context.
-) The average number of students advocated the role of students as critique. It shows that they are hesitate to criticize the existed reality of teacher and school.
-) Most of the students were in favour of collaboration as their role for making meaning in group in a local context.
-) Most of the students advocated the divergent role of the students for their involvement in diverse activities.

5.2 Conclusion

The research entitled 'Students' perceptions on critical pedagogy as a method of student empowerment' is an attempt to explore the students attitudes, opinions, roles on critical pedagogy that helps to understand the nature of teaching learning. This research is based on the mix research design which seeks to explore the data using both quantitative and qualitative tools. The questionnaire was the main tools tool of the primary source of the data collection where 40 close-ended and five open-ended questions were included including the different parameters i.e. aims, humanism, empowerment, classroom, curriculum, textbook, teacher, learner autonomy, reflection, negotiation, critique, collaboration. Open-ended questionnaires were to explore the suggestion in various context of teaching learning management by empowering the students for meaningful learning. By the responses of the respondents, findings of the research question have been drawn. The critical pedagogy as the student autonomous and participatory pedagogy has been elaborated and the present status of the students has been explored. The summary of the open-ended questionnaires have been listed. The findings show the majority of the

master level students are in favour of the critical pedagogy and in their professional journey; they will be capable of using the critical pedagogy as being the critical pedagogue. This research is an attempt to consolidate the perception earned by the students on critical pedagogy on various parameters. The title, statement of the problem, objectives, research question, conceptual framework, tools, data collection and interpretation and findings as key components of the research have been explored.

5.3 Recommendations

This research work entitled "Students' perceptions on critical pedagogy as a method of student empowerment" has made an attempt to find out the students' awareness in language learning process and their roles in pedagogy for inclusive and equity based participation. It explores the students experience, reflection and autonomy development in the English language learning. It develops the creativity and autonomy of the students in language learning process. From the interpretation and summary of the finding of the study, the following recommendations can be suggested.

5.3.1 Policy Related

The main recommendations of the study at this level are as follows:

-) While designing the curriculum, students-centered activities should be incorporated for making critical pedagogy more effective and child-friendly.
-) The school should provide the constructive environment to the student where they can best learn by their experience.
-) Training agencies should provide different training packages on critical pedagogy for empowering students' learning.

5.3.2 Practice Related

The main recommendations of the study at this level are as follows:

-) The teacher should create the just and equity inside the classroom among the diverse students from various socio-cultural background.
-) Dialogue and interaction should be conducted.
-) Collaboration should be focused.
-) Students should use local material in language learning.
-) Students should be given ample opportunities to observe and reflect as well as to develop learner autonomy.
-) Varieties of teaching materials and techniques should be made to meet students' interest.
-) Collaboration and negotiation should be made among the students and teacher.

5.3.3 Further Research Related

This study helps to provide the knowledge to the new researcher to conduct research on local curriculum. Researchers can conduct research on race inclusion in language learning. Researchers can conduct research on role of teacher in critical pedagogy as well as the role of parents. They can also research on implementation of critical pedagogy at school level.

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Appendix I
PARTICIPANT INFORMATION STATEMENT

Thesis Supervisor

Dr. Anju Giri

Education

Kirtipur, Kathmandu, Nepal

Faculty of Educati

Department of English

T.U.

Students' Perceptions on Critical Pedagogy as a Method Of Student Empowerment

1. What is this study about?

You are requested to take part in a research entitled **Students' Perceptions on Critical Pedagogy as A Method of Student Empowerment** that aims to find out the English language students' perceptions and roles towards critical pedagogy. There are numerous methods to teach English language, but not all method are child centered and child friendly to address the dignity, freedom and justice of the students in multicultural, socio-linguistic and socio- cultural aspects of the learners in ELT classroom. To address the need and interest of marginalized student for equitable and interactive classroom management, critical pedagogy is very essential. It empowers the learners to challenge the existed knowledge and critically questions to teachers. Up to now, there has not been any research related to this topic in this department so it helpful to make students aware in critical pedagogy.

You have been requested to participate in this study because I am interested for finding out the perceptions of English language students towards critical pedagogy. Your responses will be helpful to find out the perceptions and roles of critical pedagogy whether it empowers students or not.

This participant information statement helps you to know about the research study. Knowing what is involved will help you decide if you want to take part in the very research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this research is voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling me that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use of your personal information as described.

You will be given a copy of this participant information to keep.

2. Who is carrying out the study?

The study is being carried out by **Mr. Hari Acharya**, as the Master of Education in English, Tribhuvan University of Kathmandu. This study will take place under the supervision of **Dr. Anju Giri**, Professor and chairperson, English and other foreign languages, Department of English Education, T.U. Kirtipur, Kathmandu.

3. What will the study involve for me?

This study involves completing a set of questionnaire. The questionnaire consists of 45 under which 40 close ended and 5 open ended questions dividing into 2 parts: a) students' perception b) students' roles

4. How much of my time will the study take?

It will take about 1 hour to complete the questionnaire.

5. Who can take part in the study?

All the English language students studying M.ED.in T.U. university.

6. Do I have to be in the study? Can I withdraw from the study once I have started?

Participation in this study is completely voluntarily. Your participation in this study will not harm in your career and future. It will help to understand about the critical pedagogy and its role in ELT classroom. If you decide to withdraw from study you are free. But submitting your completed questionnaire is your consent to participate in the study.

7. Are there any risks or costs associated with being in the study?

Beside your time investing to response questionnaire, there will not be any risks or costs associated with taking part in this study.

8. Are there any benefits associated with being in the study?

This study will help you understand about the critical pedagogy and its role in ELT classroom. You can be more familiar with the various teaching methods used in ELT classroom. Furthermore, the study about critical pedagogy will help you to know the role of the students in the ELT classroom.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/ information will be kept strictly confidential, except as required by law. Finding of the study may be published, but you will not be individually identifiable in the publication.

10. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like to know further information about the study?

If you would like to know more at any stage during the study, please feel free to contact **Mr. Hari Acharya**. (Email: hariacharya246@gmail.com)

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education, T. U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education, Kirtipur, Kathmandu. Any person with concerns or complaints about the conduct of a research study can contact the researcher.

Appendix I
Participant Consent Form

Faculty of Education, Tribhuvan University

Department of English Education

Kirtipur, Kathmandu, Nepal

Supervisor: Dr Anju Giri

STUDENTS' PERCEPTION ON CRITICAL PEDAGOGY
AS A METHOD OF STUDENT EMPOWERMENT

I....., agree to take part in this research study. In giving my consent, I state that:

I understood the purpose of study, what I will be asked to do, and any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
- 2) I have got any answers to any questions that I had about the study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
- 4) I understand that my real name will not be used in the study.
- 5) I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others to my permission, except as required by law.

I consent to:

Completing required questionnaire: a) Yes

b) No

Signature.....

Name

Date.....

Appendix I

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

Dear Students, This questionnaire is a tool for research to get the required information about the topic mentioned above. More specifically, this is for master thesis in English Education, which has been carried out under the supervision of **Dr. Anju Giri**, Professor and Chairperson, English and other foreign languages, Department of English Education, T. U., Kirtipur, Kathmandu.

You are humbly requested to provide the necessary information for completing this questionnaire. The information provided will be fully confidential and none of it will be used for other than the purpose of the topic mentioned above.

I owe you a great deal for taking your invaluable time and also for your kind support.

Yours Sincerely

Hari Acharya

M.Ed. (Fourth Semester)

Department of English Education

T. U., Kirtipur, Kathmandu

Date: August 15, 2016

Part I: Personal profile

Please provide your personal information.

Name:

(Optional).....

School:

Appendix II

Tick () on one of the following alternatives provided on the following assumptions to show your perceptions and roles in critical pedagogy. (SA= Strongly Agree, A= agree, UD= Undecided, D= Disagree and SD= Strongly Disagree)

Perceptions on critical pedagogy

Aims of Critical Pedagogy

1. The aim of critical pedagogy is to provide democratic learning environment for inclusion and empowerment.
a) SA b) A c) UD d) D e) SD
2. Critical pedagogy eradicates all forms of oppressions and injustices.
a) SA b) A c) UD d) D e) SD
3. In the English language pedagogy, learners' experiences should be incorporated for the construction of the reflective knowledge of language and literature.
a) SA b) A c) UD d) D e) SD

Humanism

4. The active students' involvement in English language classroom is the result of humanistic approach in teaching.
a) SA b) A c) UD d) D e) SD
5. If English teacher provides the freedom in interaction, students will play active roles in language learning.
a) SA b) A c) UD d) D e) SD
6. Language learning is process of developing individual potentiality and dignity of the students.
a) SA b) A c) UD d) D e) SD

Empowerment

7. Dialogue between teacher and students empowers the students linguistics competence and performance.
a) SA b) A c) UD d) D e) SD
8. Inclusion, equity and diversity management of the students is the process of students' empowerment in language learning inside the classroom.
a) SA b) A c) UD d) D e) SD
9. In language learning, home culture should be emphasized rather than introducing target language culture that is essential for best teaching and learning.
a) SA b) A c) UD d) D e) SD

Critical Classroom

10. Critical classroom of English is full of students' interaction where teacher's role is to make congenial environment.
a) SA b) A c) UD d) D e) SD
11. In English classroom, the teacher should not impose his/her ideology but the teacher should explore the students' ideology.
a) SA b) A c) UD d) D e) SD
12. The classroom should be the best place for the practices of intercultural understanding and linguistics struggle of the diverse students.
a) SA b) A c) UD d) D e) SD

Curriculum

13. The curriculum should be flexible and its aim should be critical and creative individual development who always criticizes centralized curriculum and demands for the local curriculum.
a) SA b) A c) UD d) D e) SD

14. The curriculum should be child centered to address the interests and the problems of the learners. It should incorporate experiences of the learners.

- a) SA b) A c) UD d) D e) SD

15. Students, classroom, society and culture are the sources of curriculum so there is no need of the mainstream curriculum.

- a) SA b) A c) UD d) D e) SD

Textbook and Materials

16. Only textbook materials cannot fulfill the interests and needs of diverse learners.

- a) SA b) A c) UD d) D e) SD

17. The textbook always carries the ideology of higher authority. So the students should not follow as taken for granted.

- a) SA b) A c) UD d) D e) SD

18. Curriculum, textbook are the sole material in language teaching.

- a) SA b) A c) UD d) D e) SD

Teacher

19. Most of the traditional and novice teachers take critical pedagogy as workload and difficult to handle and prefer to follow usual method in teaching.

- a) SA b) A c) UD d) D e) SD

20. Teacher class and ideology affects language learning. For equity, inclusion the teacher should consider about students' social class.

- a) SA b) A c) UD d) D e) SD

21. It is difficult to the English language teacher to control learner centered classroom and he cannot achieve the objectives of the lesson.

- a) SA b) A c) UD d) D e) SD

Roles of the Students

Autonomous Learners

22. Student should be autonomous in learning developing own direction and target of language learning rather to learn what teacher instructs.

- a) SA b) A c) UD d) D e) SD

23. Students should develop learner autonomy for meeting their interests and own paces of the language learning.

- a) SA b) A c) UD d) D e) SD

Reflective Learners

24. Reflection brings the creativity of the students and involves in the language tasks for the development of literature and critical thinking.

- a) SA b) A c) UD d) D e) SD

25. Reflection of the students helps to nurture ethnographic representation in the classroom.

- a) SA b) A c) UD d) D e) SD

26. The students should observe what happens in the social event and reflect in the classroom as a primary content.

- a) SA b) A c) UD d) D e) SD

Change Agents

27. The students should apply the language gained in school in their home and vice versa.

- a) SA b) A c) UD d) D e) SD

28. Students should use their linguistic skills and knowledge in the society for problem solving, decision making and critical thinking.

- a) SA b) A c) UD d) D e) SD

Dialogue Creators

29. Classroom should be full of dialogue, teacher role should be passive.

- a) SA b) A c) UD d) D e) SD

30. Dialogue gives liberation to the learners and they best understand the content in meaningful way.

- a) SA b) A c) UD d) D e) SD

Negotiators

31. The negotiation should be made between teacher and students about the content and classroom activities.

- a) SA b) A c) UD d) D e) SD

32. The student should know their role as primary and teacher's role secondary in the classroom.

- a) SA b) A c) UD d) D e) SD

33. The students and teacher discussions bring the real meaning of the literary texts in the classroom.

- a) SA b) A c) UD d) D e) SD

Critiques

34. The student should reject the strong discipline of the classroom.

- a) SA b) A c) UD d) D e) SD

35. The students should not take knowledge of language as taken for granted rather criticize the reality.

- a) SA b) A c) UD d) D e) SD

36. The learners should question the existed teaching approach and locate their roles in language learning.

- a) SA b) A c) UD d) D e) SD

Collaborators

37. There should be collaboration between teacher and students for meaningful learning.

- a) SA b) A c) UD d) D e) SD

38. Individual work and group work are the best way to create knowledge of language and literature.

- a) SA b) A c) UD d) D e) SD

39. Collaboration develops think, pair and share culture that empowers the students.

- a) SA b) A c) UD d) D e) SD

40. Collaboration develops the communicative skills and brings harmony among students and teachers.

- a) SA b) A c) UD d) D e) SD

Write your perceptions on the following questions in points.

41. Critical pedagogy focuses on participation of all students in learning by interaction. Each student may not be interactive and collaborative by the personality. In that context, what do you suggest for involvement to those students?

42. To employ critical pedagogy is challenging job in language classroom because of the students' diversity. What are your suggestions?

43. In Nepalese context, there is lack of ample exposure in the English language teaching. If English teacher gives full interaction, students will not achieve the objectives of the lesson to be fulfilled in a session. What are your suggestions for this?

44. In language teaching process, the teacher sometimes unintentionally violets social justice of learners by the time constrain or issue of subject matter without providing opportunities to the students. What do you suggest at that situation?

45. What are your suggestions in using critical pedagogy:- roles of curriculum, material, teacher and students?

'Thank you for kind cooperation!'