Use of Critical Pedagogy in EFL Classroom at Secondary Level

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

Submitted by
Goma Pokhrel

Central Department of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2023

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Dedication

Dedicated to
My Parentswho have devoted their whole life to
make me what I am today.

Declaration

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

Date: 04/03/2023 …….

Goma Pokhrel

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GomaPokhrel

Abstract

The present study entitled **Use of criticalPedagogy in EFL Classroom at secondary Level** was conducted to explore the teachers' perceptions on critical pedagogy in EFL classrooms and to find out use of critical pedagogy in EFL classroom. Mixed approach was followed to conduct the present study.The researcher used simple random sampling procedure and questionnaire was tool for data collection. The research design adopted in this study was survey. Sample populations were forty-four English teachers who were teaching at basic and secondary level in Lalitpur district. The researcheranalyzed and interpreted data by using simple statistical tools and descriptively. The major finding of the research was that the secondary level English teachers were well aware of critical pedagogy except few of them. Some of the teachers tried very hard to implement their own techniques and most of the teachers were using mixed method approaches in their EFL classroom, if the teacher use critical pedagogy in EFL classroom. It helps to get quality achievement for the students in their learning of language.

This thesis consists of five chapters. The first chapter is related with introduction and background of the study, statement of the problem,objective of the study, research questions, significance of the study, delimitations of the study and operational definitions ofkey terms. The second chapter consists of review all the related theoretical and empirical literatures, their implications on the study and conceptual framework of the whole study. Likewise, the third chapter deals with the methods and procedures of the study which consists design and method of the study, population, sample and sampling strategy, source of data, research tools, data collection procedures, data analysis and interpretation procedure and ethical consideration. The fourth chapter deals with the analysis of data interpretation of the result. Likewise, the final chapter deals with findings, conclusion and some pedagogical implications which are summed up from the analysis and interpretation of the collected data for the purpose of research followed by references and appendices.

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List of Symbol and Abbreviation

%	:	Percentage
&	:	and
CAS	:	Continue Assessment System
CP	:	Critical Pedagogy
Dr.	:	Doctor
EFL	:	English as Foreign Language
ELL	:	English Language Learning
ELT	:	English Language Teaching
GT	:	Grammar Translation
i.e.	:	that is
No	:	Number
P/PP	:	Page/ Pages
Regd.	:	Registration
S.N	:	Serial Number
UNESCO	:	United Nation Educational, Scientific and Cultural Organization
UNICEF	:	United Nation International Children Education Fund

Chapter I
Introduction

This is the study on**Use of Critical Pedagogyin EFL Classroom at Secondary Level**.It tries to find out the use of critical pedagogy in EFL classroom. The introduction section of this thesis consists of background of the study, statement of the problem, objectives of the study, research questions significance of the study, delimitations of the study and operational definitions of the study.

Background of the Study

Critical pedagogy is a philosophy of education and social movement that developed and applied concept from critical theory and related tradition to the field of education and the study of culture. it insists that issues of social justice and democracy are not distinct from act of teaching and learning. Critical pedagogy is an innovative approach to teaching and learning. It always stands the opposite of traditional approaches to teaching and learning(Norton &Toohey, 2010).It involves making fair and careful judgment about the right and wrong aspects of the existing approaches to education, teaching methods and materials produced and prescribed by the authority andpower.So it isassumed that teacher, researcher, educators and students might assume agentive roles in transforming the world (Norton &Toohey 2010).Critical pedagogy brings radical change in education.It considers how the traditional educational practices can be modified, changed, developed, or abandoned in effort to support learners, learning and social change.

Critical pedagogy is an effective strategy to enhance the critical thinking capability of students and to generate positive behavioral change in students' lives.This is a strategy that enhances student consciousness, understanding, and judgment.It gives students a voice to speak in the classroom.Freire(2001) defined critical pedagogy as a critical approach to education highlighting the importance of having learners engaged actively in their learning process and being able to find and develop their own opinion and position.

Freire (2001) identified critical pedagogy as "a correct way of thinking that goes beyond the ingenious".It must be produced by the learners in communication with the teacher responsible for the education, he wrote (p.43).Freire argued for

learner-centered education, calling for a dialogue between teacher and students and he argued for problem-posing education is designed to engage the students in solving any problem though brainstorming.

That's why Kincheloe(2008, p.2) says,

> Critical pedagogy is not only simply concerned with offering student newways of think critically and act with authority as agents in the classroom, it is also concerned with providing students with the skill and knowledge necessary for them to questions deep-seated assumptions and myths that legitimate the most archaic and disempowering social practices that structure every aspects of society and to takeresponsibility for interviewing in the world they inhabitant.

Critical pedagogy can aware the teachers and students for their social life connecting with language, power and society. "Students can think critically about knowledge they gain and what it means expand their sense of agency as part of a broader project of increasing both the scope of their freedoms and the operations of democracy" Giroux(2011,p.81).

CP suggest that students self-directed and critical thinkers in their knowledge. We have to give them to think freely about their knowledge. CP is not only related with the students but relates the teacher as well. CP encourages to teachers to consider their practices critically and complexities of the educational process through various views and perceptions. Moreover, critical pedagogy also shares and end of academic success for each student demonstrated in the preparation and experience of children to be active. Critical language educator also relates knowledge of grammar and vocabulary of knowledge of social problems and how act in solve problems begin to make more connections between education, learning and consumptions.

Critical pedagogy believes that language is not simply a means of communication or expressions rather it is a practice that constructs and is constructed by the way language learners understand themselves, their social surrounding, their histories and their possibilities for the future. Canagarajah (1999,p.21) has compared the paradigm shift made by "CP to changing on pair of spectacles will show everything in different light". CP tries to raise learner awareness about the teaching methods, approaches and socio-political influence in education .In this regard, Norton

&Toohey (2010,p.37) point out:

> Critical approach toeducation aims to raising students critical consciousness about various forms of domination and oppression and helping student to become active agent for social change in words, it aims at developing the equitable and democratic approach to education.

CP is an approach which always raises awareness of students are the change agent and they are actively involved to modify the society. CP focuses that equitable and democratic approaches to education are two key future for success.

Critical pedagogy is far better than only using the traditional approaches. Therefore, this study seeks the ways of dealing with secondary level teachers from the perspectives of CP. This study seeks the ways ofteachers perceptions and use of CP in EFL classroom at secondary level.

Statement of the Problem

Critical pedagogy is an approach to language teaching and learning. CP and English language teaching has reciprocal relations with each others. Various traditional teaching methods, techniques and approaches have been using and practicing in the field of education. Some method such as audio-lingual, grammar translationmethods, teacher centered techniques and lecturing method have been implementing through the ages. Recent time, C P is the most appropriate approach has been using and practicing in the field of education Some method such as audio-lingual grammar translation methods, teacherIt tries to maintain power relations, gender equality, social justice, democratic distribution, oppression.Critical pedagogy is highly influenced by political and social change.All of the political and social changes are difficult to include in the education system.Critical pedagogy applies the same methodology which is applied by politicians while delivering the context and managing the classroom as democratic way.It is very difficult and challenging to use new methods, techniques and approaches to language teaching and also difficult to treat all the students equally due to the different cause that is maintaining the gender equality ,empowering the weaker students ,maintaining student friendly environment ,making interaction and discussion and ensuring equal participation of all the students of different ethic groups in teaching learning activities is a difficult task. In the

classroom most of the teachers may deliver content without considering age level and intelligence of the students. CP studies different approaches techniques,methods and ways of dealing with students.

In the English language pedagogy, there are numerous pedagogies which advocate the dominant roles of the teachers who suggestthe students by imposing their own ideology rather than researching the student'sheterogeneous ideological teaching and learning is highly politicized in terms of different resources, methods, discourses and language.Critical pedagogy studies different approaches techniques methods and ways of dealing with students. Freire (1993, as cited in Karn, 2011,p.65)"Education becomes act of depositing in which students are depositories and the teacher is the depositor".An equal socio-cultural socio-political and meta-discourse representation of linguistics has become a great matter of consideration to the English language students. 'Critical Pedagogy developed out of recognition that education was important not only for gainful employment but also for creating the formative culture of belief, practices and social relations that enable individuals to wield power, learn how to govern and nature a democratic society that takes equality, Justice, shared values and freedom seriously" Giroux (2011,p.8).Teachers are always using old and traditional methods, techniques yet. It does not sufficient for teaching/learning language in modern era. The policy makers, syllabus designers, curriculum planner and teachers often ignore questions concerning how they perceive their classrooms, how students make sense of what they are presented and how knowledge is mediated between teachers and students. There are few ELT teachers who are trying to practice the critical pedagogy but the most of the teachers are using old traditional method and approaches.Most of the teachers use teacher centered method rather than student centered methods. ELT teachers in Nepal like to speak more but not let students do much. ELT teachers in Nepal suffer from speech maniac. Therefore, this research aims to find out teachers' perceptions and use of CP in EFL classroom. It deals with the dialogic process of teaching that is emancipatory, inclusive, equality based pedagogical process. The ELT students are learning without questioning and interaction with the teacher. CP tries to maintain the learning as well as social relations with power, equality and oppression. So, that this study raises the awareness of critical classroom management and use of actual ELT class at secondary level.

Objectives of the study

The objective of this study were as follows:

a)To explore the teachers' perception on critical pedagogy in EFL classroom.

b) To find out the use of critical pedagogy in EFL classroom.

c) To suggest some pedagogical implications.

Research questions

The following were the research questions of the study:

(i) What is the perception of teachers' oncritical pedagogy in EFL classroom?

(ii) How often do they use critical pedagogy in real classroom?

(iii) What are the classroom strategies of critical pedagogy?

Significance of the Study

Significance of the study always analyses the research purpose of the study. This study will be significant for thosewho are involved in thefield of teaching in general and language teaching in particular.It will be significant for policy maker for inclusive participation in teaching, learning.It will be more useful for the teachers, students, syllabus designers, researchers, language learners, text book write and ELT practitioners. It will be useful for all who are interested about this area and study.Furthermore, this study will be fruitful to ELT teachers for making an applicable lesson plan and suitable teaching method those are emancipatory and dialogical.It is useful for students to understand the role of critical pedagogy in learning and raising the questions for maintaining the oppression.Here, from the study teachers can get the ideas of the area in which s/he is likely to fail to use the innovative method and approaches in the classroom. Likewise, students can be aware of their roles and duties in the classroom .Similarly, a researcher can be benefitted by reviewing the study for his/her further study.

Delimitation of the Study

The delimitations of this study were as follows:

I. This study was limited the perception on critical pedagogy of secondary level teachers only.

II. It was limited to the 44 ELT teachers from secondary level from Lalitpur district only.
III. This study was limited on survey research design.
IV. This research was limited on convenience sampling.
V. This study was limited on questionnaire and observation as tool of data collection.
VI. Data were analyzed and interpreted by using quantitative and qualitative method.

Operational Definitions of Key Terms

The key terms of this study have been defined as below:

Approach. A set of assumptions dealing with the nature of language and language learning.

Autonomy. An ability to act and make decisions without being controlled by anyone else.

Critical pedagogy. Critical pedagogy is a philosophy of education and social movement that developed and applied concept from critical way.

Method. An overall plan for presented language features in the class.

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

Chapter II

Review of Related Literature and Conceptual Framework

This chapter is all about theoretical and empirical bases of the research.It consists of four subsections, i.e. review of related theoretical and, empirical literature implication of the review of the study and conceptual framework.

Review ofRelated Theoretical Literature

Under this section of theoretical review, I have reviewed a number of research studies related to critical pedagogy.Literature review is the continuous process of research study.It is important for the researchers and research study to know the whole research area of the study.It helps the researcher to be familiar the existing knowledge in the area of the study. According to Creshwell(2013), "literature review is a summary of journal articles, books and other documents that describes the past and current status of information on the topic of your research".Therefore researchershave to understand about the both theoretical and empirical review of the study so that they should complete their research effectively as well as seriously.The researcher effectively also can make critical analysis of theoretical and can think his ideas with those theories more over theoretical literature review guides research in the proper direction to be followed.Research design data collection tools, data analysis are to be sufficiently supported by theoretical literature review.Thus, this subtitle deals with different theoretical perspective related to my study.The theoretical review of related literature is mentioned as below.

Introduction of 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 was developed in Frankfort School by critical theorists, Freire, McLaren, 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 pair of coloured spectacles for another for a different view ofthe 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 Enlightment to anti-Enlightment 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 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 younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, it means by which men and women deal critically and creatively with reality and discourse how to participate in the transformation of their world. Regarding critical pedagogy, McLaren (2000) writes:

> Critical pedagogy constitutes a dialectical and dialogical process that instantiates a reciprocal exchange between teachers and students, exchange that engages in the task of reframing, re-functioning and reposing 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 epistemology resolution at a secondary level. 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 on 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.

Critical pedagogy is a teaching philosophy that invites education to encourage students to critique structures of power and oppression.It is rooted in critical theory, which involves becoming aware of and questioning the social status quo.In critical pedagogy a teacher uses his/her own enlightment to encourage student to questions and challenge inequalities that exist in families, schools, and societies.It is a way of using approaches and method in the classroom.It always highlight that classroom should be student centered and teacher should only play the role of guide.

According to Freire (1968)

> “critical pedagogy is the concept emerged against the banking system of education (p.5) it means that critical pedagogy always seeks the student centered way of teaching and generate that students are the change agent and knowledge constructor.Students themselves learn the things on their own.In this regard, Dix (2014 p. 18) advocates creating classroom where students are known to accept responsibility and take more control of themselves”.He clearly point out that change in the traditional notion of classroom management where teachers teaches students only to.

Critical pedagogy is first introduced by Paulo Freire through his book “Pedagogy of the oppressed”.Critical approach to education aims at raising student’s critical consciousness about various forms of domination and oppression, and helping students to become agent for social change.Especially, it is used for teaching approach in the field of education which suggest that students also responsible in learning.Critical pedagogy involves in making fair and careful judgement about good and bad aspect of the existing approaches to education, teaching method and teaching materials produced and prescribed by the authority or center.

According to Norton &Toohey (2010, p. 3) “critical pedagogy is an intellectual alliance” means that it raises the consciousness about unjust social

practices and helps them to be active agent for social reformation.Critical pedagogy always highlight that people should make the relation between unjust social behaviour and their reformation.Critical pedagogy always focus on classroom should be managed according to the social, cultural and political situation of the nation and assumes that classroom should be fully democratic to avoid the students/learners biasness.

According to Rashidi and Sa (2010 as cited in Davari et al, 2012), “critical pedagogy for a practice-oriented stance, it is introduced not a set of ideas, but a way of doing learning and teaching (p. 103).It means that it is an approach which brings change in teaching and learning.

In this regard, critical pedagogy consider how the traditional educational approaches can be modified, changed, developed and support learners, learning and social change.Critical pedagogy seeks the equal way to treat the students in the class and believes that language classroom should be humanistic, enjoyable, participatory, collaborative, interactive, democrative and learner centered.

Critical Pedagogy in the Classroom. Critical pedagogy assumes that the classroom should be fit for all the learners and believes that inclusive classroom is necessary to maintain the equality and equity within class.It also believes that classroom should be diversity in term of age, level and gender etc.

According to the academia critical pedagogy is a philosophy of education that has developed and applied concept from critical theory (Kincheleloe, 1997).It views teaching as an inherently political act, rejects the neutrality of knowledge and must that issues of social justice and democracy loosely are not distinct from acts and teaching .Giroux focus in classroom should be democratic, it should be cultural, political. Dr. Henry Giroux claimed students should be their own decision maker.It can help them better understand the world. Paulo Freire(1968) has a similar point of view towards critical pedagogy, he said that classroom experience, with the help of teacher should become situations in which students are encouraged to act as active agent in their own education to develop a critical consciousness and that helps them evaluate the validity, fairness and authority within their educational and learning situations. It always good to form a decent learning and thinking habit and the

younger children can have that mindset the better, they can make good and rational decision themselves. Canagarojah(1999, pp. 124-125) focus that students have their own unique identity and perception towards different activities while teaching in the class, teacher should not bias the students in any terms.Teacher should always be positive- towards student and give them chance to do the works according to their own interest.In the classroom teachers should allow the students to raise questions and they should treat individually.Classroom management should be effective for all learners' critical pedagogy the political inequality enacted in the classroom in terms of different resources.

According to Canagarojah (1999,pp.127-128) classroom management should be effective for teachers in such a way that teachers can walk round the classroom correcting students written works individually.So critical pedagogy is inevitably based on the world experience of the students and concurs with student's interest and questions.It relies on students learning best when allowed to explore an answer for themselves.I think all the best teachers allow students to follow any subject that captrates and inspire them. Indeed, inspiring those passions has to be a truly welcomereward for teacher.

Humanistic classroom/Marxist Humanism. Karl Marx, German philosopher, is one of the humanistic ideologist who introduced the class analysis and politics in education due to the unequal conflict between the two classes of the society i.e. aristocrat and labour class. The rich class of the people always subjugate the poor class of the people.The labour class of the people perceive class-unconsciousness and class solidarity to raise the voice against the upper class for their justice.There, Marx, opines that there should not be the class division in the society for the equal power sharing and justice for all people.

Critical pedagogy focus that classroom should be humanistic and learner should be treated as human being theirneeds, interests, will, and wishes should betaken into consideration while teaching in the classroom.Humanistic features of the students should be taken as a consideration while teaching in the class. Gewda(2010,p.213) says that humanistic teaching avoids all the manipulative technique such as rewards, punishments and reinforcements that degrade human dignity and individual freedom .Humanistic classroom makes the class learners

centered.

In the similar view, 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.Classroom management should be appropriate at the age, level, gender etc. of the students

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 analysed the class based society. Pedagogy of the oppressed is the lived experiences of “critical perception of the world" (Freire,1990.p.17) which implies the correct method of approaching reality. It has justified the oppression andliberation through mutual process. Therewas banking mode of education for oppression so, students as critique should understand the oppression and conscious of their incompletion, 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 investigations. Anti-dialogic and dialogical and dialogic are two oppressing theories of cultural action; the former is an instrument for oppression and the latter as an instrument of liberation. The theory of anti- dialogicaction and its characteristic are to conquest, 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 educations leads towards democratic proposal of problem posing education process of transforming cultural voice of 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 correct methods of approaching reality grounded on philosophical anthropology. Freire introduced creative thought and sensitive consciousness. Humanization and dehumanization both are the source for of incompletion. Banking concept of knowledge is gift bestowed by those who consider themselves knowledgeable; teachers knows everything students know nothing. Students should questions by conscious action and reflection.

Expectation of Success and Active Involvement of the Students. Active learning is an approach to instruction that involves actively engaging students with the course materials through discussions, problem solving,case studies, role plays and others methods.Critical pedagogy believes that the success of the class depends on the head and head of the learners.In classroom, where students committed to connect their head and hand in a consistent way, lead the students are to achieve a great success (Osula&Ldeboen, 2010, pp. 150-156).Such success can be achieved from two way communication.

Active learning and participation encourage students to find ways to strength resilience.Active learning helps students to become more determining when solving problems. Teachers get students to set their own goals and work towards them.Studentswould understand that it isperfectly okay to fail.

Harmar(2010,pp.145-148) assumes that success of language classroom depends on the active participation and involvement of the students.Teachers talking time should be limited and student involvement talking time should be maximized to maintain the critical classes.It brings change in the way of learninglanguage.Language class does not depend on an approaches, methods, techniques and materials, but in participation and involvement of students and their interests.In traditional classroom teachers only play the pivotal role but critical pedagogy neglect those ideas of teachers and focuses that students themselves learn the language, so teacher only should make the class creative.Creative class brings and the success on students activities and tasks (Norton &Toohey,2010,pp.126-127).Class success depends on the interaction and techniques of teacher.Teacher shouldmotivate the introvert and shy students.

Equality and Diversity in Classroom. Equality and diversity or multiculturalism is the idea of promoting and accepting the differences between learners.Morespecifically, equality is about ensuring individuals are treated fairly and equally no matter their race, gender, age, disability, religion or sexual orientation.Diversity is about recognising and respecting these differences to create an all-inclusive atmospheres promoting equality and diversity in education is essential for both teachers and students.The aim is to create classroom environment where all students can think together and understand that individual characteristics and make

learner unique and not different in a negative way.

Critical pedagogy assumes that classroom should be managed according to the levels and age of the learners.Teacher should consider these different factors while teaching in the classroom.Similarly, Main and Deepathi (2010, as cited in Nepal, pp.125-127) shows “A diverse classroom consists of different kinds of students who may be fast and slow, older or younger, male or female, visual auditory and kinaesthetic, extrovert or introvert, teacher dependent or autonomous and so m.Osula&Ldebon (2010)highlight the benefits of diversity in the classroom as it addresses the strength of each individual, cooperation, positive interaction between culture, personalities, and individual narratives.Edge and Garton(2009,p.14) further adds that educational, social and cultural backgrounds are the other diversities in the classroom.Teacher should be able to take many advantages from such diversity found in the class.Student naturally leads to create a learner centeredclassroom where the teacher and student need to change their traditional role in the classroom.

Learning Centered Classroom. Critical pedagogy assumes that the classroom should be learner centered.Active participation of the students is an enjoyable way is the basic requirement of such classroom.Learning centeredpedagogy follows a constructiveapproach. Thus, it places students at the centerof the teaching learning process.Students are more active and participativeand the process turns knowledge in to a negotiations between teachers and students.Furthermore, this pedagogy starts from students’ interest and objective and itcarries out at learning process based on real situation and materials, using the current technologies to favour process.

Learner centered classroom creates an environment that speaks to the heart of learning.It encourage students to deeply engaged with material, develop dialogue and reflect on their progress (Wermer, 2002).In learning centered classroom, learners are considered to the knowledge generators and constructors.In the classroom, learners need freedom to do tasks; self-motivated learners are active more than others (Norton, Toochey, 2010).A true learner centered classroom is where “learners and teachers respond to and reflect on progress in order to build ownership and independence by involving teachers and others learners to become problem solver more through performance levels; meet their goals and figure out the own path to

success.Traditionally teacher only delivers the contents without considering the factors of learners however classeswere not effectively and interactive.

In learning centered classroom, teachers only observe, evaluate and guide the activities done by the learners.Teachers correct the mistake of the learners then learners improve their activities.

Anxiety Free and Enjoyable Classroom. Active participation of students in different cognitive and metacognitive interactions requires low classrooms anxiety free and enjoyable classroom environment.Critical pedagogy assumes that classroomshould be anxiety free and enjoyable to the learners.Richard and Rodgers (2001), argue that “lowpersonal anxiety and lowclassroom anxiety are more conducive to the second language acquisition” (p. 183).It means that people learn in the enjoyable classroom and learning classroom should be enjoyable.Similarly, Brian (1987),pp.128-129)suggests creating anxiety free classroom environment by involving the students in singing, laughing with them, sharing their fears in small groups, promoting cooperative learning among students; getting them to set their own goal beyond the classroom goal.

Anxiety free classroom required the active participation of the students in the classroom.Dornye(2001,pp.77-80) suggests a way of enjoyable learning through certain classroom situation where students become active participations.Students usually enjoy a task if they play an essential part in it (p. 77).Teacher creates an effective and enjoyable atmosphere in the classroom in different ways.Oxford (1990) suggests that “there are different ways to make the classroom more effective and enjoyable.The first way to change the social structure of the classroom is to give students more responsibility.Secondly it is necessary to increase naturalistic communication.Finally; learners use effective strategies such as lowering anxiety, taking emotional temperature and encouraging themselves for learning.Learners are more interested to do the enjoyable activities if the environment is free of anxiety.

Characteristics of Critical Pedagogy. Critical pedagogy is connected learning to social change.Critical pedagogy is fully connected with democratic role of teachers and students in the process of teaching/learning English language.Critical pedagogy attempts to understand how power work through the production,

distribution, and consumption of knowledge within particular social change.According to Kincheloe (2008, p.3) characteristics of critical pedagogy are as follows:-

- Constructed on the belief that's inherent by political.
- Enhancedthrough the use of generative themes to read the word and the process of problems posing educational use of issues that are central to students lines as grounding for the curriculum.
- Concern with the margin of society experiences and need of individuals faced with oppression and subjugation.
- Dedicatedto understanding the context in which educational activity take place.
- Committed to resisting the harmful effect of dominant power.
- Ethics must be seen as a central concern of critical pedagogy.
- Criticalpedagogy needs to develop a theory of teachersas transformative intellectual occupy specifiable and social locations.Critical pedagogy would respect itself as the active construction rather than transmission of particular ways of life.
- Education must be understood as producing not any knowledge but also political subjects.
- The enlightmentnotion of reason needs to be reformulated within a critical pedagogy.
- 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.

Role of Learners in Critical Pedagogy. Critical pedagogy assumes that learners are the self-agent, knowledge constructors, research and independent learners: "learners active in the critical classroom with their individualexpectation hopes, dreams, diverse backgrounds and life experiences including a long history of previous schooling and educational hegemony (Freire, 1970).The learners have been taught from early on that to be "a good learners" means to be silent, passive and acceptance.A good learner's primary aim is to learn the knowledge, the educator impart in anquestioning manner. The primary lesson was to learn obedience to authority.

In critical classroom, learners are the self-agent to learn something new.Learners have major roles to accomplish the pre-determined tasks.Learners learn with proper collaboration in their friends and teachers.Here teachers have passive role in critical pedagogy classroom, only students play the pivotal role in the classroom.Teacher should treat all the learning equally either they are ready to take risk or not.The cooperative learning is another key features of critical pedagogy class where learners were as researchers in terms of building knowledge and achieving the goals of education.

The roles of the English language students/learners in the English language classroom deducted from Freire(1970), Giroux (1997), Norton and Toohey(2004) are as follows.

Autonomous learners. The learning is the interest of the students and is do seek to address the curiosity of the learners that is not gained in teacher directed classroom.In critical pedagogy, students should create the environment on their own way for learning.The students should direct their own goal and develop pace of learning.The teacher roles in the teaching learning empowering the student's aims and interests in language learning.

Active participants. Students are active participants incritical pedagogy classroom.Students construct their own knowledge about their learning.They are responsible for their learning.Here active participants' means students should contribute to classroom discussion with peers and teachers.They should participate in different tasks.

Experimental learner. Critical pedagogy is a field of ELT that seeks the relationship between language learning and social change.It makes the students experimental 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 socio-cultural setting.

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.

Critical thinker. Students should be critical thinker themselves within the critical classroom.Asking students to write educational autobiographies to explore their experiences with school.Encouragingstudents to share and discuss their auto biographies allow them an opportunity to better understand their various subjective and the different educational experiences of students within the classroom.

Changeagent. The role of learners as agent of social change, according to critical theorists and experiential educators.Student 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 message given to the children not only by school structure but by textbooks, teachers other school resources.When the role of 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 educational process, to have the knowledge and courage to be critical, to be interested and committed to this process but that students have responsibilityto critical committed themselves to this efforts the students opportunity fulfil their prescribed roles as an agent of social change.

Reflective practitioner. In critical pedagogy classroom, the learners' thinking should be reflected with respect for diverse viewpoints and individual differences, subjectivity, sensitivity, making judgement on own behaviour and others' reasoning, self -corrective inquiry, examining, analyzing and interpreting from different aspects of any situation or event.

Ideologicalcritique. The student-directed classroom almost always results in student disagreeing with either fellow students or the teacher over not only what text should be read but how they should be read, and this aspect of questioning expands to curricular materials in its entirety, as well as course assessment methods, methodology, required assignments and all other aspects of any given course.The learners should view the language learning is the social transformation, justice and equity.Classroom discourse should address the student's background and cultural setting.The student should put the multiple voices for multicultural representation.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 of not.

Role of Teachers in Critical Pedagogy Classroom. Generally, the primary role of teachers is to deliver classroom instruction that helps students to learn.Simply teachers are considered as a knowledge transformer and classroom environment creator.In the class, teachers play vital roles to make teaching learning effective.Critical pedagogy assumed that teachers play a role of guide, helper and environment creator.Critical pedagogy believes that teachers are the resource material, constructors and evaluator and they also analyze the ideology, values and interests of the learners.In critical pedagogy teachers should be third parents of the students.To teach effectively, the teacher should make effective lessons, use teaching learning material,and build rapport with their students.Teachers have the knowledge and visions to construct the society and educational status of the nation.While managing the classroom, teacher should manage their physical presence properly in the class, teachersclothes and their physical gesture plays pivotal role in the classroom.Teacher has to move and stand in the class.

Teacher shouldencourage a safe space for teaching and learning, but that also establishes ground rules that discourage further oppression and silencing.Critical theory in classroom settings, (Giroux, 1989) and McLaren, 2000) acknowledge the importance of teachers and students understandingclassroom pedagogical practices as a form of ideological production, where in the classroom reflects discursive formations and power–knowledge relations both in schools and its society.Teachers have the differences in different terms.The role of the teachers is critical pedagogy classroom are given below:

Organizer/manager. The main role is of the teachers in critical pedagogy classroom is an organized manager. They have to manage the entire teaching learning activities.They have to organize everything which they and their students need in the class.In this regard Blum (1998, p. 11) says “to create an effective learning experience in any classroom the teacher has to be able to create a purposeful and calm atmosphere in which learning can be built”.They have to manage the teaching aids and supplementary materials according to need and interest of the students and also manage activities conducted in the class.

Prompter. Teachers act as a prompter.The prime role of teachers in critical classroom is to provide the studentencouragement and support on time to strength their learning.Teachers should be inspire and encourage the students in the classes.In this regard, Ur (2008) says that “most of our efforts should be invested in practice, in making the task in hand as attractive as possible and encouraging our students to engage in it to in invest effort successes” (p. 276).Therefore teacher should be a prompter in critical classroom.

Facilitator. Teachers act as a facilitator.They have to facilitate the students to achieve the desired objectives of teaching and learning.They should not bias students in terms of their ability, age, gender, language, religion and culture. Harmer (2010) emphasizes that teachers have to facilitatelearners in numbers of ways, primarily; they have to find out the students’ problems to facilitate them(p. 35).Teachers have to facilitate students towards teaching learning activities.

Monitor. Teachers act as a monitor, they have to guide and monitor the students and teaching -learning activities in the class.Harmer (2010) assumes that “mentor refers to the well experienced and apply trusted adviser of the inexperienced learner” (p 26-27).Teachers have to advice their students to make them learn desired items properly.They should advise them to take part in communicative activities in the class.

Rapporter. Teachers should make the rapport with their students while teaching in the classroom.In this regard, Lynch (1996) says, “teacher should create interaction opportunities with careful planning and selection of classroom activities that is appropriate to the class size” (p. 68), interaction makes the good relation between teachers and students in the classroom.They should make the proper proximity with the students and address the problem of the learners in critical classroom.

Resource person. Teachers at as resource person when students are facing problems, they can get help from their teachers to cope with the problems.They encourage the students to look for the resource required to solve the problems.Richard and Rogers (2001 p. 187) says, “the teacher is the primary source of comprehensible input in the target language”.They can guide the students to get the information and

they should make the students to useresource materials themselves.It is better if they encourage the students to look for the resources as required.So teacher act at a resource person.

Implication ofcritical pedagogy forLanguage Teaching and Learning. The critical approach to second languageteaching relates language learning to**s**ocial reform or change .It doesn't deal with the raising questions for their oppression but it deals with whole education activities. According to Sharma (2015), some of the implication of critical pedagogy for language teaching and learning can be used as follows:

- Language learning cannot be isolated from the students' emotions, imaginations and institutions.
- The language teaching syllabuses, textbooks and other materials prepared in or for one society or country are not necessarily appropriate in other societies or countries because such matters shape and are shaped by socio-political realities that may be unique to research society.
- Language learning cannot be isolated from the social practices and cultural traditions of the learner's community.
- Language learning is always accompanied with the hidden assumptions and values in the learners' community.
- Language learning takes place through negotiation. Therefore, both teachers and students should involve in the learning process.
- Teachers and learners are equally responsible for teaching/learning language.

Context of critical Pedagogy in Nepal. 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 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 educations that provides the freedom to the learners. Montessori methods, communicative method, task based method, and project based method are major shift from traditional methods problems. 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 roleas per the nature of 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.

Critical pedagogy, Teachers and Students. Critical pedagogy is concerned with teachers and students as well as teaching/learning process of English language.A teacher is a person who delivers education for pupils.Teachers and students both have pivotal role in the critical pedagogy.The language teachers are the real modifier of knowledge but teacher is viewed as a problem poser in critical pedagogy.Giroux (1998) stated teachers as transformer existing inequalities in the society.The teacher must empower his/her students by raising their awareness of reproducing process of an inequalities status. Teacher's role must be transformative.Student's role to critical pedagogy is active participants in that together with teachers, developing critical consciousness and encourage to being active agent for social transformation. Freire(1970) proposed in that there is a fluid relationship between teachers and students that is, teachers are learners and learners are teachers.Therefore, learners are not recipient of knowledge rather they become creators.In view of critical pedagogy, students are not the depositors, but creators of knowledge.

Freire(1994, p. 72) in the context of critical pedagogy students are self-created about the knowledge.Teachers and students have equal responsibility getting the knowledge.Some of the main role of teachers within critical pedagogy are facilitator, promoter and transformative intellectual and monitor as well.Some of the important role of students with the critical pedagogy is experiential learners, independent learners, autonomous learners, critical thinker and social agent.

Review of the Related Empirical Literature

In this section, I have reviewed some of the useful and relevant research based articles.Any study require the knowledge of previous background to obtain the targeted objectives and deepen the study use of critical pedagogy in the classroom has been studied by different researches.There are many research studies have been conducted in this field.Many national and international research had been done, among them some of the related researches are reviewed for the evidence for the present research study such as:

Sah (2007) carried out a research study “Exploration of the Strategies Used by Teachers to Address Critical Pedagogy”.His purpose of the study was to explore the strategies used by teachers to address critical pedagogy in ELT classes.In order to fulfill objectives of the study, he collected data from thirty bachelor level English teachers by nonrandom purposive sampling strategy.He used mix method research design.A set of questionnaires and interview were used as the tools of the study.This study found that the majority of teachers address the critical pedagogy by making the judicious use of first language basing teaching learners’ local language.

My research entitled “use in critical pedagogy in EFL classroom at secondary level” explores the teachers’ perception on critical pedagogy who are teaching in secondary level.I have explored the use of critical pedagogy in secondary level teachers. It is found out the teachers’ perception on critical pedagogy and use of critical pedagogy in teaching at secondary level classes.

Khatri (2010) wrote an article entitled “English in large multi-level classroom”.He discusses about the large multi-level class. He has pointed out the challenges of large multi-level classroom with teacher response.He has talked about the major challenges of large multi-level classrooms and has talked some benefits of large multi-level classroom.In this article, he presented some possible strategies and activities for large multi-level classroom.

Bhandari (2011) carried out a study on “Exploring common expectation of students in large mixed ability ECT classes.”He selected five/three government aided and two private school of Kathmandu district.He took 100/20 from each students through purposive non-random sampling as a tool for data collection.His study was aimed to explore the common expectation of students in large mix ability classes.

Ghimire(2011) carried out the research on “managing multi-level - diversity in ELT classes“.The main objectives of the study were to identify the secondary level English teacher awareness diversity in ELT classes, to explore the challenge of diverseELT classes and the strategies for copying with those challenges.He conducted survey researchand concluded that secondary level English teacher were aware of the fact on the diversity in ELT classes, but they were not able to diverse different levelsof activities for addressingthe diverse expectations of the students.

Mohan (2014) conducted a research entitled “Critical pedagogy praxis in higher education”.This study aim was to explore possibilities and challenges for the enlightment of critical pedagogy praxis in higher education.The research was conducted using a participatory academic teacher talk group, five teacher members and two students.That means sample of population of this research were co-participants colleague participant and students participants.This research shouted that critical pedagogical praxis was pretigured by a complex combination of the practices.

Paudel (2014) in his article ‘Teachers’ attitudes towards critical pedagogy and its practice in ELT classrooms’ states that critical pedagogya 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 critical pedagogy in ELT, focusing on how they employ critical pedagogy 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 favor of critical pedagogy in most classes in ELT.His major findings of the article were need of use of first language, use of English involvement of students in decision making and incorporation of learners' local cultures in ELT.This study invoked the ELT teachers to embrace critical pedagogy practically in the classrooms.

Bhattrai (2015) conducted the research on “English language teacher perception on post method pedagogy and its applicability in Nepalese context”.He used survey research design and mixed method of data analysis.He selected 30 teachers who teaches English at bachelors and masters level in Dang district.He used questionnaires as tools for data collection.His study was aimed to find out the English

teachers perceptions on post method pedagogy and its applicability in Nepalese context.

Bouden(2015) carried out research “Faculty Perspectives on Critical Pedagogy and Social Justice".This was to attempt to gain a greater understanding of interpretations and attitudes of higher education faculty in educations programs teaching critical pedagogy, social justice and students’ empowerment.He collected the data through interviews with twenty faculty members.He used qualitative research designed named grounded theory methods to collect data in the form of interviews and observations tools.He used convenience sampling procedures for existing the sample of population.

Acharya (2016) carried out the research entitled “Students Perception on Critical Pedagogy as method of students’ empowerment.It was an attempt to find the perceptions of master level students on critical pedagogy.He used survey research design.He selected 30 students assample by using purposive nonrandom sampling procedure among the 10 students as population.He used questionnaire tools of data collection.The key finding of the study showed that there should be democratic learning, environment focusing,humanismand learners autonomy for empowering the students.

Khadka(2017) conducted the research “Use of Critical Pedagogy at Higher Secondary level EFL classroom”.His purpose of the studywas to find out the use of critical pedagogy in terms of role of teacher, notion of critical pedagogy, role of learners at higher secondary level EFL classroom.He had used mixed method research design to fulfill the objectives of the study, moreover, he has used primary and secondary source of data, population of the study, English teachers of Kathmandu valley.Sample of teachers were ten teachers who were selected by purposive nonrandom samplingprocedure from different five schools.He used questionnaire and observation checklist as the tools to obtain the information for the study.This study found that the use of CP based on role of teachers in CP as a manager or organizer, resource person and rapport builder.

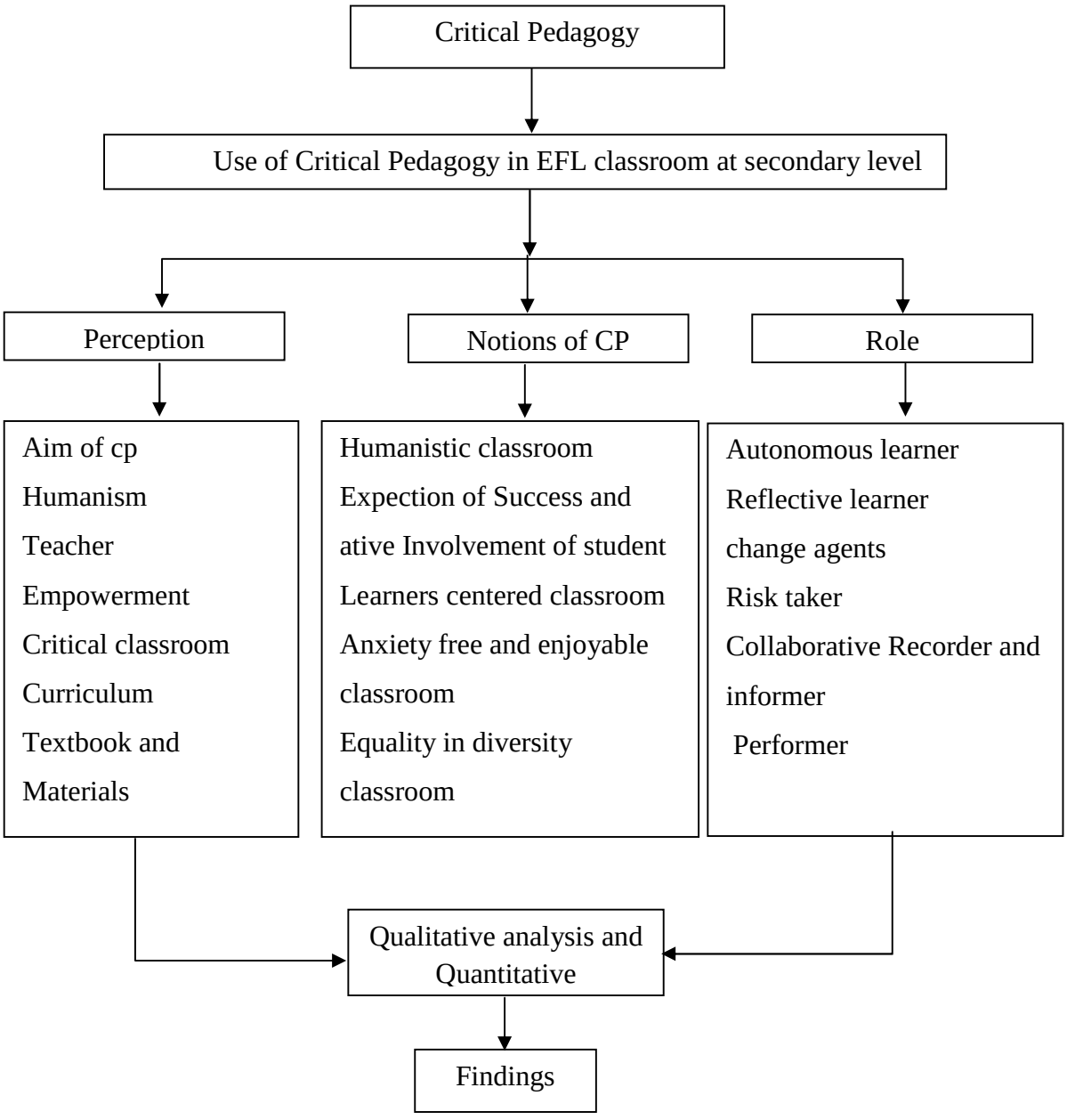
Implication of the Review for the Study

Literature review is an integral part of any research study for completing the study successfully and effectively. It helps the researcher to completing the thesis effectively. It is more important for the researchers which helps to identify area of the study, selection of objectives, methods, procedures, data collection and interpretation and all aspects of study. It helps to develop the basic knowledge and of researcher's research study.Every new task needs the knowledge of previous background which can help and direct the researcher to reach the new target for finding out new things and ideas.Form the empirical review we obtain the essential information regarding the topic. In this short research I have collected the information from the books, journal,articles and internet etc. This entire source help bring the different ideas related to the topic and made me clear about the topic. There were only few researchers conducted on the critical pedagogy. However, there were not thesis conducted on "use of critical pedagogy in EFL classroom at secondary level''. I have studied a lot of thesis to get ideas about research on thesis very topic and I have selected this topic to do the research unique for all.

Freire's Pedagogy of the Oppressed has contributed to frame the problem of education system and need of critical pedagogy. Likewise,in (2017),McLaren'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, Cook's(2010) article helped me to develop the topic, Andrade (2011) helped me to choose research design. Bhandari's(2011) thesis helped me to construct tools, Lenna's(2013) article helped me to developed open-ended tools. Parajuli and Das's(2013)article helped me to choose population, Paudel's(2014) article helped me to developed statement of the problem, Sharma's (2010)article helped me to developed conceptual framework .The theoretical and empirical reviews provided me new direction of this research. It helped me to make my research novel. Thus, the above discussed reviews are helpful for this study because those reviews made me clear about Use of critical pedagogy in EFL classroom at Secondary Level, students and teachers. From these review, I cited some scholars in this study. I used the way writing style and also took theoretical knowledge for my thesis from reviews.

Conceptual Framework

Conceptual framework is the mental map that a researcher develops consisting of all the procedures and flow the study.Conceptual framework is also regarded as the roadmap of procedure containing the related aspects to be considered in course of research study. It is the representation of various variables of the research those are review and link in my research study the Perceptions variables and role variables are present in the following diagrams.



Chapter III
Methods and Procedures of the Study

Methodology and data collection procedures are the essential part of the research work.Research is a systematic and rigorous investigation.Therefore, it needs to follow appropriate methodology and procedures.Then, only one can obtain its objectives.This chapter consists of design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedures, procedures of data analysis and interpretation and finally ethical consideration.

Design and Method of the Study

The research design is a comprehensive master plan of the research study to be undertaken, giving a general statement of the methods to be used. The function of research design is to ensure the requisite data in accordance with the problem at hand is collected accurately and economically. Simply stating, it is the framework or a blueprint for the research study which was the collection and analysis of data. Kumar (2009, p. 84) “A research design is a plan for structure and strategy of investigating to convinced as to obtain answer to the research questions or problem”. Therefore, there are various types of research designs and methods in the field of research. Among the different researches, I will conduct as a design of survey. Survey research is an old and most the commonly used in the research study.

According to kerlinker (1986, as cited in Ojaand Bhandari 2013, p.201). Survey research is a kind of research which large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.(p.202) Survey research design is a superficial and more important research design to study and obtain opinion, attitudes and beliefs. It requires response directly from respondents of large population in general. According to the Nunan(1992, p.140), “The main purpose of survey research is to obtain a snapshot of condition, attitudes and or events at a single in point”. A survey usually addressed the large group of population, sampling is necessary to carry out investigation through scale studies carried out by a single researcher (as cited in Nunan, 1992, p.140). Therefore,

I will selected survey research design for my research study complete the research effectively.

Source of Data

To accomplish this study, both primary and secondary sources were used for the collection of data for the study.

Primary Source of Data. In this study, the researcher from forty-four English teachers from secondary level by providing questionnaire and observing classes.So questionnaire and observation is primary sources of this study.

Secondary Sources of Data. Secondary sources of this study were different types online and offline resources such as books, articles, journals and thesis which are related my study.

Population,Sample and Sampling Procedures

Population refers to the people or participants of the research study. A sample of population is simply a subject on representative of the population. The population of the study were secondary level English teachers who have been teaching at public school of Lalitpur district. The researcher took fourty-four teachers from schools by using convenience sampling procedure for collecting data.

Research Tools

In this research study, I used questionnaire and observation checklist as the tools obtain the required information for the study. The questionnaire included open-ended and close-ended questions to collect data.

Data Collection Tools and Techniques

Tools and techniques are importance for the research study to collect the data.The major tool of this study was the questionnaire and class observation for getting the data and information.

Data Collection Procedures

In order to collect data, the following steps were adopted in this study.

i. First of all, the researcher prepared a set of questionnaires.

ii. Then, the researcher went to the field and built rapport with administration and the teachers.
iii. After that, she purposively selected forty-four teachers teaching at secondary level.
iv. Next, the researcher briefly explained about the research study and informed them about what they were supposed to do.
v. Then she provided the questionnaires to the teachers and requested them to respond.
vi. The researcher observed the class of the 15 teachers (three of each).
vii. Finally, the researcher collected the questionnaires from the respondents.

Data Analysis and Interpretation

In this study, the qualitative data were analysed in a narrative way with description and quantitative data was analysed and interpreted with the help of simple statistical tools like; table, chart, diagram etc.

Ethical Considerations

Ethic deals with the moral principle in the social setting while conducting the research. Do we get consent form the respondents before we take information? Or do we harm them with or without intention? Or do we maintain privacy of the data taken from the respondents? Or do we solely take the ownership of what is produced? And so on. These moral principles are the ethical issues we need to take into consideration of while any sort of academic work. Therefore, the researcher took consent form the respondents. Similarly, the researcher informed and explained about the goal of research and made them assure about the maintenance of their privacy and confidentiality.

Chapter IV
Analysis and Interpretation of the Results

This chapter is concerned with the analysis and interpretation of the results derived from the collected data. After collecting the data from purposively selected 44 teachers of Lalitpur district. I used the survey design for the study. I analysed and interpreted those data which were collected from the primary sources. The main objective of this study was to explore the teachers' perception on critical pedagogy in EFL classroom and to find out use of critical pedagogy in EFL classroom. The data collected from the informants were based on the set of questionnaire prepared for secondary level in-service teachers of government aided schools in Lalitpur district and class observation. Open- ended and close- ended questions were provided to the sampled teachers in order to collect their views. The views expressed by the teacher towards use of CP and the things the find in classroom observation are presented and analysed and interpreted here in this chapter. Finally, the summary of findings is also included.

Analysis and Interpretation of Data

Two set of questions (set A and set B) were provided to the respondents containing close-ended and open-ended questions respectively. Among 25 questions, 19 were close-ended and rest of them 6 were open-ended. Close-ended questions included multiple choice items in which the respondents responded being based on the choices. They wereprovided with and in case of open-ended questions they were free to writer their views own words. The percentage is the main base for data analysis. While analyzing the data the total number of response for each question and item was analyzed, tabulated or shown by using figures. Then, the total number of responses of questionnaire by the teachers.

Open-ended questions in set B were asked to take the subjective responses from the informants. To analyze/Interpret it, the researcher has described the obtained responses from the teachers. The responses to teach open-ended question have been collected, listed and described separately. I have analyzed the responses based on different heading for better analysis and easy interpretation.

Teachers' Use of Pedagogical Knowledge in ELT class. Regarding the use of pedagogical knowledge in ELT classroom teachers were asked whether they used pedagogical knowledge in their ELT class. The obtained from their questionnaire have been presented as below:

Table 1

Teachers' Use of Pedagogical Knowledge in ELT Classroom

S.N.	Alternatives	No. of respondents	Percentage
1	Strongly agree	13	29.54 %
2	Agree	15	34.09 %
3	Undecided	12	27.27 %
4	Disagree	4	9.09 %
5	Strongly disagree	0	0%

This data shows that among the forty-four participants, 29.54 % (13) respondents strongly agreed and 34.09 % (15) of respondents were just agreed on it. Likewise, 27.27 % (12) of the respondents couldn't decide whether they use of pedagogical knowledge in ELT classroom. In the same way, 9.09 % (4)respondents were disagreed with the statement.

Teachers'Interest on Defining the Role of Students in ELT Classroom. Student role is very crucial in the classroom so in this case in ELT class. To find out the role of students in the class the teacher were asked to respond the statement " I want to define the role of students in my classroom ". The responses obtained from the presented below:

Table 2

Teachers' Interest on Defining the Role of Students in ELT Classroom

S.N	Alternatives	No. of respondents	Percentage
1	Reflective learner	6	13.63 %
2	Learning community developer	14	31.81 %
3	Reflective practitioner and learning community developer	20	45.45 %
4	Passive listener	4	9. 09 %

Regarding the role of students in ELT classroom, the above data shows that out of forty-four participants, 45.45 % (20) of the responded on reflective practitioner and learning community developer. Similarly, 31.81 % (14) respondents learning community developer. Likewise, 13.63 % (6) respondents were reflective practitioner and rest of 9.09 % (4) respondents on passive listener regarding the same statement. On the basis of the data, it can be concluded that the majority of the respondents defined the role of students as reflective practitioner and learning community.

Table 3

Critical Pedagogy for Quality Education

S.N.	Alternatives	No. of respondents	Percentage
1	Strongly agree	7	15.90 %
2	Agree	32	72.72 %
3	Undecided	5	11.36 %
4	Disagree	0	0 %
5	Strongly disagree	0	0 %

The respondents were asked to questions related to critical pedagogy leads the quality education majority of the respondents i.e. 72.72 % (32) agreed on the statement and 15.90 % (7) respondents were strongly agreed on it. In the same way, 11.36 % (5) of the respondents couldn't decide with the statement.

So most of the respondents accepted that if critical pedagogy is applied in the class, it becomes a milestone for quality education. It should be applied in teaching and learning of English Language to achieve the quality education and proficiency.

Teachers' Motivation to Apply CP in ELT. Teachers are motivated to follow critical pedagogy's norms. Critical pedagogy is a recent approach in ELT. It is more relevant in teaching nowadays. So, teachers are motivated to follow the principles and techniques of critical pedagogy in their teaching. It helps to the teacher to use new techniques for the effective teaching and learning.

Table 4

Teachers' Motivation to Apply CP in ELT

S.N	Alternatives	No. of respondents	Percentage
1	Strongly agree	9	20.45 %
2	Agree	14	31.81 %
3	Undecided	11	25 %
4	Disagree	10	22.72 %
5	Strongly disagree	0	0 %

This data shows that among the forty-four participants, 20.45% (9) of the respondents strongly agreed and 31.81% (14) of the respondents just agreed on it. Likewise, 25% (11) of the respondents couldn't decide whether they follow CP in ELT class. In the same way, 22.72%(10) of the respondents were disagreed with the statement.

Critically pedagogy supports the teachers that teaching should be applied equally and in the bias free way to all the students. Although, it is not still practiced in real classroom, teachers are motivated to follow the critical pedagogy in their teaching. So, it can be analyzed that teachers are generally motivated to apply CP in ELT classes.

CriticalPedagogy Allows Student Centered Method. Critically pedagogy is an approach to education which suggest the oppressed free and bias free teaching and learning process inside the classroom. On the other hand, student centered is a method in which different techniques and activities are followed based on students' involvement. Asking about the question to the participants if they allow the student centered method that critically pedagogy allows. Their opinion is presented as the table shows:

Table 5

Critical Pedagogy Allows the Students Centered Method

S.N.	Alternatives	No. of respondents	Percentage
1	Frequently	15	34.09%
2	Sometimes	11	25%
3	Rarely	18	40.90%
4	Seldom	0	0%

This data shows that among the forty- four respondents, 34.09% (15) of the respondents followed the student centered method frequently in the class and 25% (11) of the respondents follow the student centered method sometimes. In the same way, 40.90% (18) of the respondents follow that rarely. Although, critical pedagogy allows them to follow the student centered method in the class, this data shows that teacher is less motivated to apply critical pedagogy that support the student centered method in the learning.

Reflective Thanking for Effecting Teaching. To find out whether secondary level English teachers had interest to reflect and think for the better option for effective teaching the teacher were asked to respond the questions. “In my teaching, mostly I reflect and think for the better option for effective teaching”. The responses obtained from them on it have been presented as below:

Table 6

Reflecting Thinking for Effective Teaching

S.N.	Alternatives	No. of respondents	Percentage
1	Strongly agree	20	45.45%
2	Agree	15	34.09%
3	Undecided	0	0 %
4	Disagree	9	20.45%
5	Strongly disagree	0	0%

This data shows that among the forty-four participants, 45.45% (20) of the respondents strongly agreed and 34.09% (15) of the respondents just agreed on it. Likewise, 20.45% (9) of the respondents were disagree with the statement .One the basis of abovedata it can be concluded that the most of the teacher are well aware of reflective thinking foreffective teaching.

Chance Given to the Students in Different Kind of Interaction and Project Works. To find out the involvement of students in different kind of interactions and project works, the teachers were asked to respond the statement “I give more chances to the students to involve in different kind of interactions and project works.” The responses obtained from have been presented below:

Table 7

Chance Given to the students to involve in different kind of Interaction and Project work

S.N.	Alternatives	No. of respondents	Percentage
1	Always	11	25%
2	Often	13	29.54%
3	Sometime	20	45.45%
4	Never	0	0%

In the responses of above mentioned statement, 45.45% (20) of the respondents agreed that sometime given chance to the students involve in different kind of interaction and project work. 29.54% (13) of the respondents often and 25% (11) of the respondents agreed that given chance to the students to involve in different kind of interaction and project work. On the basis of obtained data, we can conclude that almost all the teachers give more focus on involvement in different types of interaction and project works.

Role of Teachers in ELT Classroom. Actually there is no any definite role of teachers in ELT classroom, the teacher were asked to respond the statement "I want to define my role in ELT classroom as". The responses obtained from them are presented below:

Table 8

Role of Teachers in ELT Classroom

S.N.	Alternatives	No. of respondents	Percentage
1	Facilitator of learning	17	38.63%
2	Researcher	12	27.27%
3	Autonomous	8	18.18%
4	All of them	7	15.90%

This data shows that, the role of teachers in their ELT classroom among the forty-four participants, 38.63% (17)responded defined their role as a facilitator of learning. Similarly, 27.27%(12) of the respondents define their role as a researcher. Likewise,18.18% (8) of respondents defined their role as autonomous and rest of the 15.90% (7) responded the option ''All of them'' .On the basis of obtained data , it can be concluded that the role of the teachers in ELT classes are not fixed it depends upon the functions they perform in the classroom.

Environment of School to Implement Innovative methods. To find out whether teachers have favorable school's environment to implement to implement innovative methods, they were asked to respond the statement "The environment of my school to implement different innovative methods. The response obtained have been presented below:

Table 9

Environment of School to Implement Innovative Methods

S.N.	Alternatives	No. of respondents	Percentage
1	Good	20	45.45%
2	Not Good	15	34.09%
3	Very good	5	11.36%
5	Bad	4	9.09%

The above data shows that 45.45% (20) of the respondents good and 11.37% (5) of the respondents very good regarding the favorable environment of school to implement different innovative method. Likewise, 34.09% (15) of the respondent not good and 9.09% (4) of the respondents bad. On the basis of obtained data we can conclude that nearly half of the teachers didn't favorable environment in their school to implement different innovative methods in their ELT classroom.

Teachers' Creation Theory from the Classroom Practice. No single method or theory can be appropriate in all situations. Therefore teachers need to get the ideas from the different methods and theories and develop his/her own methods and theories, which are context sensitive. Regarding the self-creative theory from the ELT classroom practice, the responses obtained from the teachers have been presented below:

Table 10

Teachers' Creation Theory from the Classroom Practice

S.N	Alternatives	No. of respondents	Percentage
1	Strongly agree	15	34.09%
2	Agree	20	45.45%
3	Disagree	5	11.36%
4	Undecided	0	0%
5	Strongly disagree	4	9.09%

The above data shows that the majority of the respondents i.e. 45.45% (20) were found positive towards the creation of their own theory from their own classroom practices. It means that most of the teachers agreed and some of teachers i.e. 34.09% (15) strongly agreed with the statement. Similarly 11.36% (5) teacher disagreed and rest of them i.e. 9.09% (4) strongly disagreed to the statement. Based on the obtained data, it is found that most of the teachers created their own theory of teaching from their own classroom practice.

Updating with the current Issues of ELT. In this study, as the participants were asked to respond whether the secondary level English teachers updated with the current issues of ELT, or not. The responses obtained from them have been presented below:

Table 11

Updating with the current Issues of ELT

S.N.	Alternatives	No. of respondents	Percentage
1	Agree	25	56.81%
2	Strongly agree	10	22.72%
3	Disagree	5	11.36%
4	Strongly disagree	4	9.09%
5	Undecided	0	0%

This data shows that among the forty-four participants, 56.81% (25) of the respondents just agreed and 22.72% (25) of the respondents strongly agreed on it. Likewise,11.36% (5) of the respondents disagreed and 9.09% (4) of the respondents strongly disagreed. On the basis of obtained data, it is found that almost all the teacher were updated with the current issues of ELT.

Teachers' Use of student Centered Methods in ELT. To find out the use of student centered methods in ELT classes, the teachers were asked to respond the statement "I use different types of students centered methods (Role play, Project work, Pair work) in my classroom". The responses obtained from them have been presented below:

Table 12

Teachers' Use of Student Centered Methods in ELT

S.N.	Alternatives	No. of respondents	Percentage
1	Always	7	15.90%
2	Never	5	11.36%
3	Sometime	14	31.81%
4	Often	18	40.90%

This data shows that out of forty-four participants, i.e.40.90% (18) of the respondents often and 31.81% (4) of the respondents sometimes regarding using different types of student centered methods. In the same way, 11.36% (5) of the respondents never use student centered methods in ELT. 15.90% (7) of the respondents agreed that teachers always use student centered methods in ELT. On the basis of the obtained data it is found that the majority of the teacher are in favor of using student centered methods in their ELT classes.

Teachers' Use of Local materials in ELT. Without instructional materials language teaching becomes incomplete. Among various types of materials, the local materials make language teaching more interesting, live and effective. To find out the use of local materials in ELT class, the teachers were asked to respond the statement "I use local materials in the classroom". The responses obtained from them have been presented below:

Table 13

Teachers' Use of Local materials in ELT

S.N.	Alternatives	No. of respondents	Percentage
1	Sometime	22	50%
2	Never	10	22.72%
3	Often	8	18.18%
4	Always	4	9.09%

The above data shows that half of the respondents i.e. 50% (22) choose the option "sometime" regarding the use of local materials in their ELT classroom. Likewise, 22.72% (10) of the respondents were 'Never'. Similarly, 18.18 % (8) respondents were "Often". Only very few respondents i.e. 9.09%(4) were "Always" with the statement.

Analysis of the Open-ended Questions Responses

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

Addressing Learners' Need in the ELT Classroom. The first questions was related to find out whether the participants addresses the needs and interests of the students in their EFL classroom. Participants were asked the question 'Do you address the needs and interests of the learners in your ELT classroom'? If yes, how". Majority of the teachers responded that most often they address their students needs and interests by using simple to complex method, G.T. method, Groupwork, pairwork,etc. and provide them to participate in extra curriculum activities. On this sense, one of the respondents R1 argues that; "*I cannot go beyond our students'needs and desire. Students can learned* in *free environment rather than more restrictedenvironment*".

It means students' needs and interest should be address in language learning classroom. To make the classroom fruitful and comfortable learning it is need for every learners. Without considered them in between the class may be out of track, leading to boring environment .We should teach the students topay attention students' needs and interest, what they want to learn .We should create enjoyable environment in ELT classroom. We should respect their level and needs.

TeachersPerceptions on Autonomy to the Learners. The second question was asked to elicit the information whether the respondents have had idea of autonomy. Participants were asked the question "Is it good to provide autonomy to the teachers and students? If yes, why?" Almost all the teachers responded that if the students and teachers are provided autonomy they may feel and take the responsibility of successful and effective language teaching and learning activities. Regarding this question one of the participants R1 responded that; "*autonomy mostbe provided to both the teachers and students for successful and meaningful language teaching and* learning activities".

It means it is good to provide autonomy to the teachers and students. They will get maxim opportunity to cope with the problem and learn in accordance with their level.

Similarly, R2 respondents responded that; ‘’*autonomy is key which can open the full potentiality ofteachers as well as students.”*

It means providing autonomy to the students in the new way of teaching which against the teacher centered method. Because students love freedom where they can learn in fearless environment. Autonomy makes an environment to practice creativity in the classroom. It also enhance the criticality and self- respect.

Teachers’ Perceptionon Application of CP inClassroom Whichis 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 student is the major role of ELT teacher. They assume that critical pedagogy should applied in the class because it suggests the teacher how to teach the students without biasness as well as student should be active in the class. The suggestions made by the respondents have been enlisted as follows:

- To met the linguistic diversity of the children, the teacher should be able to use their languages.
- Cultural research should be done.
- Well dissemination of the critical pedagogy should be focused.
- Verities of activities should be used.
- Child psychology and pedagogy should be balanced.
- Teacher training should be conducted.
- Real situation should be created in the classroom.
- Equity behavior should be understood.
- Social reality should be focused.

Teachers’ Satisfaction in the Current Practice of Teaching. The fourth question was asked to find out the teachers satisfaction regarding current practice of teaching in their own context. So, they were asked the question, “Are you satisfied with current practice of teaching in our context? If, not what should be done to

improve it? The majority of teachers responded that they were not satisfied with the current practice of teaching in our context the suggested:

> "All the stake holders, policy makers and the teachers to follow the local level curriculum, instructional materials, approaches, methods and techniques to address the needs of the students as well as the demands of educational market".

By addressing in this question, one of the respondents R1 responded that is,"*most of the teachers ofsecondary level are novices and the courses of studies are more theoretical*".

It means in secondary level teachers' needs special training about the new approach teaching and method. How to teach the students by using new technique. They demand special training to teach the new approach for the student.

Teachers' perception towards the participation of the students in the classroom activities. Participation plays the significant role in equality. Everyone should be given opportunity to participate and involve in every aspect of society. To support this,one of the respondent said that there should be equal participation of both male and female so that they act as to parts of same coin in every aspect of society. 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 students' personality and socio-cultural background. Regarding the perception parameter in critical pedagogy responses have been presented in the form of summary as follows:

- Learner centered method should be focused.
- Create homely environment inside the school.
- Action research should be conducted.
- Learning by doing should be emphasized.
- Individual task should be given.
- Awareness raising and motivation should be managed.
- Diagnostic teaching should be used.
- The rapport among homogeneous and heterogeneous group should be address.

Teacher Suggestion on Student 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 for liberation in education. The academic course, however, is a consolidate package of an instruction, should be followed considering the needs and interests of the students by the teacher. The suggestion from the respondents have been listed as follows:

- Extra-curricular should be maintained is not the sole materials.
- School administration should be managed.
- Local curriculum should be constructed.
- Curricular designer should balance the content and time.
- ICT should be used maximum.
- Curriculum should be need based and humanistic.
- Variation in teaching materials should be made.
- Teacher should play the role of supporter, cultural, transformer, democratic practitioner.
- Student should be critical thinker.
- Learner should be autonomous and risk taker

Teacher Need of Special Training. In this questionnaire, the participants were asked the question "Do you need some special training and mentoring programme to enhance your professional development?". For this question almost all of the teacher responded that they need some more special type of training and mentoring regarding the recent issues of ELT to enhance their professional development. The majority of the teachers responded that the teachers' training and induction that they had received is insufficient to enhance their professional development. To address the above question one of the respondents responded it as:

> "*There is gap between teaching theory and practice. Only providing training to the teachers are not sufficient for effective teaching but there should be regular supervision of the teachers'practice.*"

It means training and mentoring programme helps to boost energy to the teachers. It is like energy drink where teachers refresh, updated with new method, technology and techniques. They get courage motivation in teaching and learning field. It need to face many challenging, those challenges only can be faced with hand on experience, workshop and training. Without training and mentoring programme, none can achieve greater degree of horizon of knowledge and skills as well as mastery over specific subject. Each and every teacher require such kinds of profession.

Analysis and Interpretation of Data Obtain from Classroom Observation

Observation is the best way to learn something. We can gather a lot of information by observing. It is used as a basic tool to collect data. One can learn variety of things from the observation. To success this study and to get more accurate data the five classes from sampled school observed in explore the use of critical pedagogy in their ELT classroom. The six indicators were prepared and included in the checklist. So, the researcher ticked on those indicators either 'yes' or 'No', based on practices. The report observation is presented in the following table.

Table No. 1

Use / practices of critical pedagogy in EFL classroom

School / Item	School 'A'	School 'B'	School 'C'	School 'D'	School 'E'
1. Students participants					
Listen attentively	Yes	Yes	Yes	Yes	Yes
Experiment	No	No	No	No	No
Ask question relevantly	Yes	No	No	No	No
Participate in discussion	Yes	Yes	No	No	No
2. Use of Instructional materials					
Both of them	Yes	No	No	No	No
Local materials	Yes	No	No	No	No
None of them	No	No	No	No	No
3. Teachers centered method					
Lectured method	No	Yes	Yes	Yes	Yes
Explanation	Yes	Yes	No	Yes	Yes

Illustration	Yes	Yes	No	No	No
Demonstration	Yes	Yes	No	Yes	No
4. Collaborative learning					
Teachers and student	Yes	Yes	Yes	Yes	Yes
Student and student	Yes	Yes	No	No	No
5. Student centered method					
Pair/groupwork	Yes	No	No	Yes	Yes
Dramatization/Roleplay	Yes	Yes	No	No	No
Tasks	Yes	No	No	Yes	Yes
Discovery	No	No	No	No	No
Problem solving	Yes	Yes	No	No	No
Questioning	Yes	Yes	Yes	Yes	Yes
6.Prescribe method					
G.T. method	Yes	Yes	Yes	Yes	Yes
Direct method	Yes	Yes	No	No	Yes
CLT method	Yes	Yes	No	No	Yes
Task based method	Yes	Yes	No	No	No

From the classroom observation, regarding the matter of students' participation, it was found that almost all the students listened very attentively while the teachers were teaching. Most of the student preferred to give the answers of the questions asked by the teachers instead of asking questions to the teacher. Similarly, it was found that they involved in group discussion but they did not participate in experimental works.

Similarly, regarding the use of instructional materials, it was found that almost all the teachers used authentic materials to support their language teaching and learning activities. On the other hand, only a few teachers used both local and authentic materials in their ELT classroom.

On the basis of methods used by the teachers, the study shows that no teachers were depended on a single method, they were all about the mixed methods. Sometimes, they used teacher centered method and sometimes they used student centered method in their ELT classroom.

The study also shows that the collaboration between teachers and students was very good for language learning and teaching but there were very less collaboration between students and students.

Similarly, on the matter of prescribed method, it was found that all the teachers used grammar translation method in their ELT classroom along with the several others prescribed methods. On the other hand no teachers were found to use direct method in their ELT classroom. Similarly, it was also found that all the teachers were not depended up on a single method and they used mixed method in their ELT classroom.

Summary of the findings

The present study is about 'Use of the critical pedagogy in EFL classroom at secondary level. The main objectives of study was to explore the use of critical pedagogy in secondary level, English teachers in their ELT classroom. The study was based on the survey of teachers practices .It was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. Primary sources of data were the 44 teaching personal of secondary school of Lalitpur district. The researcher adopted convenience sampling procedures. As a researcher, the researcher utilized mainly the two tools, questionnaire and observation checklist for data collection. Then, I analyzed and interpreted the qualitative and point of view. After the analysis the researcher came up with the following major findings.

- The secondary level English teachers were well aware about critical pedagogy expect few of them.
- Sometimes, they created theory of teaching and learning to make the classroom very live and effective.
- Most of the teachers seemed only worried to complete the course.
- The students were as a passive listen in ELT classroom.
- Some of the teachers tired hard to implement their own techniques and most of the teachers were using mixed method approaches in their ELT classes.
- Teacher induction and training that teachers received was insufficient to implement critical pedagogy in their EFL classes and the recommended for special kind of training and mentoring programme to enhance their professional development.

Chapter V
Conclusion and Implication

This chapter deals with the conclusion and implication of the study on the basis of analysis and interpretation of analyzed data.

Conclusion

This is the study of Use of critical pedagogy in EFL classroom at secondary level. In this study, I used survey research design and convenience sampling procedures. This study is based on qualitative and quantitative research to explore the teachers' perception on critical pedagogy in EFL classroom. It is found that teachers are practicing critical pedagogy in their EFL classroom. They think that critical pedagogy is the recent and widely accepted approach in the field of educational pedagogy. But what I had seen in their classroom practice is that there is a wide gap between their teaching theory and practices. Theoretically they are well aware about the critically pedagogy's concept and they talked about child friendly pedagogy, context sensitive, teaching approaches, methods and techniques and use of local materials but in reality, it is found that, they are not for the students. Likewise they are not seemed to use the skills of training what they received .Similarly, there seemed some superiority and inferiority nature about the experience and novice teachers as a result there is very less collaboration between them.

The English language learning should take place in 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 and local materials. 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 own meaning that is grounded on their experience and home culture for their active and individual linguistic development. Teachers should make their teaching enjoyable, friendly and fear free for better achievement.

On the other hand, due to the new approach some of teachers did not have detail information about the critical pedagogy. So, think that stakeholders have to pay attention on it by conducting enough ELT training programme. If the critical pedagogy is applied in the education sector, it will definitely help to achieve the quality education.

Implication/ Recommendation

Thisstudy has because very much useful and beneficial for teachers to practice critical pedagogy in their EFL classroom. It is not only applicable/ significant for novice teachers but also researchers for their further research. Mostly, the English teachers have been benefited from the existence of this thesis for various reasons reason from the finding of the study, I could like to suggest few recommendation to the policy maker, practitioner and further researcher.

Policy Related. Policy is a general rule to systematic the functions and to achieve the goals of education. Here it has some policy related recommendations:

- While designing the curriculum, student-centered activities should be incorporated for making critical pedagogy more effective and child – friendly.
- Training agencies should provide different training packages on critical pedagogy for empowering students' learning.
- Thecourse should more practical.
- The textbook writer should write the textbooks by considering the students' level and capacity.
- The school should provide the constructive environment to the student where they can best learn by their experiences.

Practice Related. From the finding of this study I include some recommendation related to practice level:

- The teacher should create the just equality inside the classroom among the diverse students from various socio-cultural background.
- Teachers should apply all the knowledge, skills and techniques that they received from the training.

- Teacher should be more context sensitive while selecting different approaches, methods and techniques.
- Teacher should use student centered techniques more than teacher centered.
- Learners should learn the language actively by involving in student centered methods.
- There should be collaborative between teacher-teacher, teacher- students and students- students in the process of language teaching and learning.
- Teacher should try to use locally available materials as for as possible.
- Teacher should encourage and inspire the learners while teaching.
- Students should be given ample opportunities to observe the reflected as well as to develop learner autonomy.
- All the learners should get chance to participate in extra curriculum activities.

Further Research Related. This study helps to provide the knowledge to the new researcher to conduct the local curriculum. Here under this title, the researcher suggests some possible researchable areas for further study regarding critical pedagogy:

- Researcher can conduct research on role of teacher in critical pedagogy as well as the role of parents.
- Learners' achievement in gender friendly environment.
- They can also research on implementation of critical pedagogy at school level.
- Researchers can conduct research on race inclusion in language learning.

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Appendix I

Participant Consent Form

Faculty of Education, Tribhuvan University
Department of English Education
Kirtipur, Kathmandu, Nepal
Supervisor: Mr. Bhim Prasad Wasti, Reader

Use of Critical Pedagogy in EFL classroom At Secondary Level

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

1. I understood the purpose of the study, what I will be asked to do, and any risks/ benefits involved.
2. I have read participate information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
3. I have got any answers to any questions that I had about the study and I am happy with the answers.
4. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
5. I understand that my real name will not be used in the used.
6. I understand that personal information about me that is collected over the course of this study will be kept more confidential in the secure position of the researcher.
7. I understand that the data I will provide will not be used to evaluate my performance anyway.
8. I understand that personal information about me will not only be told to others with my permission, except as required by law.
9. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

Completing questionnaires

a. Yes **b. No**

Name: ……

Signature: ……..

Date: ……

Appendix II

Dear Sir/Madam,

This questionnaire is prepared to collect information for my research entitled, ”Use of Critical Pedagogy in EFL classroom at Secondary Level’’ Under supervision of **Mr. Bhim Prasad Wasti,** Reader, Faculty of English education, T.U., Kirtipur. You are kindly requested to give your response through the following questionnaire. The correct information provided by you will be great help for completing my research. I shall appreciate your personal opinions. I assure you that the responses made by you will be exclusively used only for the research study.

Researcher

GomaPokhrel

Questionnaire

Name of the participant: ……

School's name: ……

Teaching level: ……..

Date: …… ……

A. Please go through all the questions and respond the best alternatives as you get.

1. How long have you been in teaching profession?

   a. 1 year b. 1-5 years c. 6-10 years d. 8 years

2. How often do you use critical pedagogy in classroom?

   a. Always b. Often c. Never d. Sometimes

3. Is critical pedagogy good for secondary level students?

   a. Very good b.Not good c. Good d. Less good

4. I follow student centered teaching method as critical pedagogy allow me.

   a. Frequently b.Sometimes c. Rarely d. Seldom

5. How it easy to apply critical pedagogy in secondary level classroom?

   a. Always b. Seldom c. Never d. Sometime

6. Do you agree that the students enjoy critical pedagogy ?

   a. Strongly agreeb. Agree c. Strongly disagreed. Disagree

7. I heavily use pedagogical knowledge in my ELT classroom.

   a. Strongly agree b. Agree c.Strongly disagree d. Disagree

8. I want to define the role of students in my classroom as:

   a. Reflective practitioner b. Passive listener

   c.Learning community developer d.a and c

9. I think my students feel satisfied while I follow the critical pedagogy while teaching them so I am always motivated to follow it.

   a. Strongly agree b. Agree c. Undecided

   d. Disagree e. Strongly Disagree

10. Critical pedagogy leads the quality education.

    a. Strongly agree b. Agree c. Undecided

    d. Strongly disagree e. Disagree

11. In my teaching, mostly I reflect and think for the better option for effective teaching.

    a. Strongly agree b. Agree c. Undecided

    d. Strongly disagree e. Disagree

12. I give more chances to the students to involve in different kind of interaction and project works:

    a. Always b. Often c. Sometimed. Never

13. I want to define my role in ELT classroom as:

    a. Facilitator of Learning b. Autonomous

    c. Researchers d .All of them

14. The environment of my school to implement different innovative method is:

    a. Very good b. Good c. Not good d. Bad

15. I always try to improve my teaching by using my reflective thinking.

    a. Strongly agree b. Agree c. Undecided

    d. Strongly disagree e. Disagree

16. Sometime, I create my own theory from my classroom practice.

    a. Strongly agree b. Agree c. Undecided

    d.Strongly disagree e. Disagree

17. I am always updated with current issues of ELT.

    a. Always b. Often c. Sometimed. Never

18. I use different types of students centered methods (pair work, role play, project work group work etc.) in my classroom.

    a. Always b. Often c. sometime d. Never

19. I use local materials in the classroom.

    a. Always b. Often c. Sometime d. Never

Open-ended questionnaires

B. Please give your own opinions on the basis of your experiences.

1. Do you address the needs and interests of the learners in your ELT classroom?

    ……

    ……

    ……

    ……

2. Is it good to provide autonomy to the teachers and students? If yes why?

……

……

……

……

3. To emply critical pedagogy is challenging job in language classroom because of students` diversity. What are your suggestions ?

……

……

……

……

4. Critical pedagogy focuses on participation of all students in learning by interaction. Each student will be interactive and collaborative by the personality. In that context, what do you suggest for involvement to those students?

……

……

……

……

5. Are you satisfied with current practice of teaching in our context ? If not what should be done to improve it.

……

……

……

……

6. Do you need some special training and mentoring programme to enhance your professional development?

……

……

……

……

Thank you!

Appendix III

Observation Checklist

Name :.....

School's name:……

Teaching level:…….....

Date :…….....

Please tick one that suits you checklist

S.N	Activities	Yes	No	Remarks
1.	**Students Participants** Listen attentively Experiment Ask question relevantly Answers teacher's question Participate in discussion			
2.	**Use of instructional materials** Authenitic material Local materials Both of them None of them			
3.	**Teacher centered method** Lecture method Explanation Illustration Demonstration			
4.	**Collaborative learning** Teachers and students Student and student			
5.	**5. Student centered methods** Pairwork/groupwork Dramatization/roleplay Tasks Discovery Problem solving Questioning			
6.	**Prescribe method** G.T method Direct method CLT method Task based method Mixed method None of them			

Appendix-IV

List of Selected Schools

S.N	Schools	No. of respondents
1	MahendraBhrikuti Secondary School	2
2	Patan Secondary School	2
3	AdarshaSaulaYubak Secondary school	2
4	Yasodhara Secondary School	2
5	AdarshaKanyaNiketan Secondary School	2
6	Ananta Secondary School	2
7	BaghBharirab Secondary School	2
8	Path Pradarshak Secondary School	2
9	BalKumari Secondary School	2
10	BalKunja Secondary School	2
11	BalVikas Secondary School	2
12	Bajrabarahi Secondary School	2
13	BalAnkur Secondary School	2
14	Bhassara Secondary School	2
15	Bidhyadhishwari Secondary School	2
16	Jana Jagriti Secondary School	2
17	Bright Future Secondary School	2
18	Buddha Secondary School	2
19	ChandiAdarshaSaral Secondary School	2
20	Kali Devi Secondari School	2
21	Jugal Secondary School	2
22	GamvirSamundraSetu Secondary School	2

Questionnaire

Name of the participant: Chhote lal Yadav

School's name: Mehendra Bhrikuti Secondary

Teaching level: 2. Sec.

Date: 2079/11/10th

A. **Please go through all the questions and respond the best alternatives as you get.**

1. How long have you been in teaching profession?

a. 1 year
b. 1-5 years
c. 6-10 years
d. 8 years

2. How often do you use critical pedagogy in classroom?

a. Always
b. Often
c. Never
d. Sometimes

3. Is critical pedagogy good for secondary level students?

a. Very good
b. Not good
c. Good
d. Less good

4. I follow student centered teaching method as critical pedagogy allow me.

a. Frequently
b. Sometimes
c. Rarely
d. Seldom

5. How it easy to apply critical pedagogy in secondary level classroom?

a. Always
b. Seldom
c. Never
d. Sometime

6. Do you agree that the students enjoy critical pedagogy ?

a. Strongly agree
b. Agree
c. Undecided
d . Strongly disagree
e. Disagree

7. I heavily use pedagogical knowledge in my ELT classroom.

a. Strongly agree
b. Agree
c. Undecided
d . Strongly disagree
e. Disagree

8. I want to define the role of students in my classroom as:

a. Reflective practictioner
b. Passive listener
c. Learning community developer
d. a and c

9. I think my students feel satisfied while I follow the critical pedagogy while teaching them so I am always motivated to follow it.

a. Strongly agree.
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree

10. Critical pedagogy leads the quality education.

a. Strongly agree
b. Agree
c. Undecided
d . Strongly disagree
e. Disagree

11. In my teaching, mostly I reflect and think for the better option for effective teaching.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

12. I give more chances to the students to involve in different kind of interaction and project works:

a. Always
b. Often
c. Sometime
d. Never

13. I want to define my role in ELT classroom as:

a. Facilitator of Learning
b. Autonomous
c. Researchers
d .All of them

14. The environment of my school to implement different innovative method is:

a. Very good
b. Good
c. Not good
d. Bad

15. I always try to improve my teaching by using my reflective thinking.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

16. Sometime, I create my own theory from my classroom practice.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

17. I am always updated with current issues of ELT.

a. Always
b. Often
c. Sometime
d. Never

18. I use different types of students centered methods (pair work, role play, project work group work etc.) in my classroom.

a. Always
b. Often
c. sometime
d. Never

19. I use local materials in the classroom.

a. Always
b. Often
c. Sometime
d. Never

Open-ended questionnaires

B. Please give your own opinions on the basis of your experiences.

1. Do you address the needs and interests of the learners in your ELT classroom?

→ Yes, I try to focus on the needsand interests of the students. They better understand and learning becomes sustainable white doing so.

2. Is it good to provide autonomy to the teachers and students? If yes why?

→ Yes, teacher's and student's autonomy makes an environment to practics creativity in the classroom. It also enhance the criticality and self respect.

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

→ Student's diversity does not hinder critical pedagogy. diversity provide with different context, knowledge, possibility, social cultural aspects which helps us impement coritical pedagogy.

4. Are you satisfied with the current practice of teaching in our context ? if , not what should be done to improve it ?

→ No. I am not satisfied with the current practices in teaching. It lacks creativity promotes rotelearning teaches the competition but does not fosters co-operation and group works.

5. Is it easy to adopt theories and method s in the context of Nepal as secondary level classroom ? if yes, how?

→ It is quite difficult to Implement theory and method in the EFL classroom in Nepalese context. It is because of the lack of a skilled teacher, economic, limitation and underdeveloped infrastruct

6. Do you need some special training and mentoring programme to enhance your professional development?

→ Yes I do need some training and workshop both regarding theory and practies. Since our context is EFL context. We need to face many challenges. Those challenges only can be faced with hand on experience workshop and training.

Appendix III

Observation check-list

Name: Krishna K.C.

School's name: Mahendra Barakuti Secondary

Teaching level: Secondary

Date: 2079/11/15th

Please tick one that suits you.

Check-list

S.N	Activities	Yes	No	Remarks
1.	**Students Participants**	✓		
	Listen attentively		✓	
	Experiment			
	Ask question relevantly	✓		
	Answers teacher's question		✓	
	Participate in discussion	✓		
2.	**Use of instructional materials**	✓		
	Authenitic material		✓	
	Local materials			
	Both of them	✓		
	None of them		✓	
3.	**Teacher centered method**	✓		
	Lecture method	✓		
	Explanation		✓	
	Illustration			
	Demonstration	✓		
4.	**Collaborative learning**	✓		
	Teachers and students			
	Student and student	✓		

5.	**5. Student centered methods**			
	Pairwork/ groupwork	✓	✓	
	Dramatization/roleplay			
	Tasks	✓		
	Discovery			
	Problem solving		✓	
	Questioning			
6.	**Prescribe method**			
	G.T method	✓	✓	
	Direct method			
	CLT method			
	Task based method	✓	✓	
	Mixed method			
	None of them	✓		

Questionnaire

Name of the participant: Tek Narayan Dhakal

School's name: Shree patan Secondary School

Teaching level: Secondary level

Date: 2079-11-15

A. **Please go through all the questions and respond the best alternatives as you get.**

1. How long have you been in teaching profession?

a. 1 year
b. 1-5 years
c. 6-10 years
d. 8 years

2. How often do you use critical pedagogy in classroom?

a. Always
b. Often
c. Never
d. Sometimes

3. Is critical pedagogy good for secondary level students?

a. Very good
b. Not good
c. Good
d. Less good

4. I follow student centered teaching method as critical pedagogy allow me.

a. Frequently
b. Sometimes
c. Rarely
d. Seldom

5. How it easy to apply critical pedagogy in secondary level classroom?

a. Always
b. Seldom
c. Never
d. Sometime

6. Do you agree that the students enjoy critical pedagogy ?

a. Strongly agree
b. Agree
c. Undecided
d . Strongly disagree
e. Disagree

7. I heavily use pedagogical knowledge in my ELT classroom.

a. Strongly agree
b. Agree
c. Undecided
d . Strongly disagree
e. Disagree

8. I want to define the role of students in my classroom as:

a. Reflective practictioner
b. Passive listener
c. Learning community developer
d. a and c

9. I think my students feel satisfied while I follow the critical pedagogy while teaching them so I am always motivated to follow it.

a. Strongly agree.
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree

10. Critical pedagogy leads the quality education.

a. Strongly agree
b. Agree
c. Undecided
d . Strongly disagree
e. Disagree

11. In my teaching, mostly I reflect and think for the better option for effective teaching.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

12. I give more chances to the students to involve in different kind of interaction and project works:

a. Always
b. Often
c. Sometime
d. Never

13. I want to define my role in ELT classroom as:

a. Facilitator of Learning
b. Autonomous
c. Researchers
d .All of them

14. The environment of my school to implement different innovative method is:

a. Very good
b. Good
c. Not good
d. Bad

15. I always try to improve my teaching by using my reflective thinking.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

16. Sometime, I create my own theory from my classroom practice.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

17. I am always updated with current issues of ELT.

a. Always
b. Often
c. Sometime
d. Never

18. I use different types of students centered methods (pair work, role play, project work group work etc.) in my classroom.

a. Always
b. Often
c. sometime
d. Never

19. I use local materials in the classroom.

a. Always
b. Often
c. Sometime
d. Never

Open-ended questionnaires

B. Please give your own opinions on the basis of your experiences.

1. Do you address the needs and interests of the learners in your ELT classroom?

yes I do I address the needs and interst of the learners in my elt classroom by asking them to interst and what they want to learn similarly by ~~inter~~ creating enjoyable environment in the classroom they are actively engaged in tecning learing activites

2. Is it good to provide autonomy to the teachers and students? If yes why?

yes of it is good it is no main factor which does not allow the efficient teachrs to improne the students learning. However is might love negative impate if the teacler are novice

3. To emply critical pedagogy is challenging job in language classroom because of students` diversity. What are your suggestions ?

It is nature of learner to reject the enange and new emergnce. Student from diversified background how diversifide needs and demands back ground how divesified needs and demands so to address their need in critical pedagy is challenging to emply eritical pedagouy addressing the students needs is the best way

4. Are you satisfied with the current practice of teaching in our context ? if

, not what should be done to improve it ?

sorry I am not satis fide most of the teacler at any level foom + 2 level to master are Incompetent secondly They are not eommitted to Their professiond develomend

5. Is it easy to adopt theories and method s in the context of Nepal as secondary level classroom ? if yes, how?

it is hard to do so most importanty the classroom are multingual and students are from different educational and social bacugorund

6. Do you need some special training and mentoring programme to enhance your professional development?

yes of caures I Think I m going to do Nelta couse soon at British council I m already doing mphil in English Education Lele at Kirtipur which wand help on to better my career

Appendix III

Observation check-list

Name: Padam Bahadur Bista

School's name: Adarsha Saula Yubak Secondary

Teaching level: Secondary

Date: 2079-11-15

Please tick one that suits you.

Check-list

S.N	Activities	Yes	No	Remarks
1.	**Students Participants**			
	Listen attentively	✓		
	Experiment		✓	
	Ask question relevantly	✓		
	Answers teacher's question	✓		
	Participate in discussion	✓		
2.	**Use of instructional materials**	✓		
	Authenitic material	✓	✓	
	Local materials		✓	
	Both of them			
	None of them	✓		
3.	**Teacher centered method**	✓		
	Lecture method	✓		
	Explanation		✓	
	Illustration			
	Demonstration	✓		
4.	**Collaborative learning**	✓		
	Teachers and students			
	Student and student	✓		

5.	**5. Student centered methods**			
	Pairwork/ groupwork	✓		
	Dramatization/roleplay		✓	
	Tasks			
	Discovery		✓	
	Problem solving			
	Questioning	✓		
6.	**Prescribe method**			
	G.T method	✓		
	Direct method		✓	
	CLT method			
	Task based method	✓	✓	
	Mixed method	✓	✓	
	None of them			

Questionnaire

Name of the participant: Dr. Prasad Bhandari

School's name: Adarsha Sana Yubak Secondary school

Teaching level: Secondary level

Date: 2079-11-15

A. **Please go through all the questions and respond the best alternatives as you get.**

1. How long have you been in teaching profession?

a. 1 year ✓ b. 1-5 years

c. 6-10 years d. 8 years

2. How often do you use critical pedagogy in classroom?

a. Always b. Often

c. Never d. Sometimes ✓

3. Is critical pedagogy good for secondary level students?

a. Very good b. Not good

c. Good ✓ d. Less good

4. I follow student centered teaching method as critical pedagogy allow me.

a. Frequently ✓ b. Sometimes

c. Rarely d. Seldom

5. How it easy to apply critical pedagogy in secondary level classroom?

a. Always ✓ b. Seldom

c. Never d. Sometime

6. Do you agree that the students enjoy critical pedagogy ?

a. Strongly agree b. Agree ✓

c. Undecided d . Strongly disagree

e. Disagree

7. I heavily use pedagogical knowledge in my ELT classroom.

a. Strongly agree
b. Agree
c. Undecided
d . Strongly disagree
e. Disagree

8. I want to define the role of students in my classroom as:

a. Reflective practictioner
b. Passive listener
c. Learning community developer
d. a and c

9. I think my students feel satisfied while I follow the critical pedagogy while teaching them so I am always motivated to follow it.

a. Strongly agree.
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree

10. Critical pedagogy leads the quality education.

a. Strongly agree
b. Agree
c. Undecided
d . Strongly disagree
e. Disagree

11. In my teaching, mostly I reflect and think for the better option for effective teaching.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

12. I give more chances to the students to involve in different kind of interaction and project works:

a. Always
b. Often
c. Sometime
d. Never

13. I want to define my role in ELT classroom as:

a. Facilitator of Learning
b. Autonomous
c. Researchers
d .All of them

14. The environment of my school to implement different innovative method is:

a. Very good
b. Good
c. Not good
d. Bad

15. I always try to improve my teaching by using my reflective thinking.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

16. Sometime, I create my own theory from my classroom practice.

a. Strongly agree
b. Agree
c. Undecided
d. Strongly disagree
e. Disagree

17. I am always updated with current issues of ELT.

a. Always
b. Often
c. Sometime
d. Never

18. I use different types of students centered methods (pair work, role play, project work group work etc.) in my classroom.

a. Always
b. Often
c. sometime
d. Never

19. I use local materials in the classroom.

a. Always
b. Often
c. Sometime
d. Never

Open-ended questionnaires

B. Please give your own opinions on the basis of your experiences.

1. Do you address the needs and interests of the learners in your ELT classroom?

Yes. I try my best to address the needs and interest of my students as it's the best thing to be done by teachers How ever I am not always stisfied in my performance.

2. Is it good to provide autonomy to the teachers and students? If yes why?

Yes, it is good, because in autonomy is key which can open the full potentaiality of teachers as well as students.

3. To emply critical pedagogy is challenging job in language classroom because of students` diversity. What are your suggestions ?

(i) Economically empowering the parents of underprivileged children so they are able to meet the requirements in learning as socially privileged children.

(ii) To met the linguistic diversity of the children the teacher should be able to use their languages same in cultural diversity too.

Appendix III

Observation check-list

Name: Chhotalal Yadav

School's name: Mahendra Jhrikuti Secondary

Teaching level: Sec.

Date: 2079/11/14th

Please tick one that suits you.

Check-list

S.N	Activities	Yes	No	Remarks
1.	**Students Participants**	✓		
	Listen attentively		✓	
	Experiment			
	Ask question relevantly	✓		
	Answers teacher's question			
	Participate in discussion		✓	
2.	**Use of instructional materials**	✓		
	Authenitic material		✓	
	Local materials			
	Both of them	✓		
	None of them		✓	
3.	**Teacher centered method**	✓		
	Lecture method			
	Explanation	✓		
	Illustration		✓	
	Demonstration	✓		
4.	**Collaborative learning**	✓		
	Teachers and students			
	Student and student			

5.	**5. Student centered methods**			
	Pairwork/ groupwork	✓		
	Dramatization/roleplay		✓	
	Tasks			
	Discovery	✓		
	Problem solving			
	Questioning	✓		
6.	**Prescribe method**			
	G.T method	✓		
	Direct method		✓	
	CLT method			
	Task based method	✓		
	Mixed method		✓	
	None of them			